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ABSTRACT

The aim of the CIRF abstracts is to convey information about vocational training ideas, programs, experience, and experiments described in periodicals, books, and other publications and relating to operative personnel, supervisors, and technical and training staff in all sectors of economic activity. Information is also given on major trends in other fields of human resources development and utilization (manpower planning and organization, general and technical education, adult and career education, activities in developing countries, management development, legislation) in so far as they are related to and have implications for vocational training. Contents of this collection include 60 abstracts, indexes for the whole, and a list of periodical publications abstracted. (MW)

CIRF Publications

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CIRF

PUBLICATIONS

an **I.L.O.** service to vocational training specialists all over the world

October 1974

To our readers

This is the last despatch of Volume 12 of CIRF Abstracts. From October 1974 the CIRF Publications will change their name and to some extent their character. They will be called the ILO Training and Development (T & D) Publications. The acronym CIRF will gradually be abandoned.

The main objectives of this change will be to

(a) broaden the scope of our information service to cover training and development action and vocational orientation and guidance at all levels of work;

(b) provide an improved basis for an analysis in depth of major issues and current innovations in the systems and methods of training.

The Abstracts will reinain the central publication and the comprehensive bibliographical analysis on which the " T & D Abstracts " are based will remain unchanged. The frequency of despatches will again be six per annum but the number of titles abstracted will be reduced to an annual total of one hundred items (15 — 20 titles in each despatch).

There will be two complementary services:

New in brief (included in each despatch of the Abstracts). This will list, but not describe news in training and development around the world, emphasizing innovation and research.

T & D Symposia (issued on an ad hoc basis). These will provide an indepth analysis of major issues of change and innovation in training and development, backed up by comprehensive and selective bibliographies and by examples reported in substantive abstract form.

Subscribers will receive more detailed information later in the year on the new Publications programme and on subscription rates.

The Editor

Address: CIRF Publications, International Labour Office, CH 1211 Genève 22, Switzerland - Telegrams: INTERLAB Genève - Telephone 34 22 00 - 32 62 00

2A

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Belgium	2/L 245

Career education

United Kingdom	3/B 58042
United States of America	4/B 60004
	4/B 60005

Learning transfer

Belgium	13/B 57750
United Kingdom	9/B 59383

Application of mathematical models in education

International	2/B 58536

Education and development

Botswana	4/B 58746
Italy	4/B 50748

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International	2/B 58356

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Italie	4/B 50748

referring to this tract please quote	Trainee	Sector	ISCO	CIRF	Country
L 247	-	-	-	1	European Communities

uthor:
tle:
bliographical
ferences:

Proposition de règlement (CEE) du Conseil relatif à la création d'un centre européen de formation professionnelle
Journal Officiel des Communautés européennes, Luxembourg, Vol. 17, No. C 72, 27 June 1974, p. 17-20.

ranslation

Draft (EEC) regulation of the Council regarding the creation of a European vocational training centre

ubject analysis

Draft regulation for the creation of a European vocational training centre: objectives; activities; organisation; finance.

ontents analysis

On 2 April 1974 the Commission of the European Communities presented a draft regulation to the Council providing for the creation of a European centre for vocational training. The proposal stems, in particular, from the pressing need to implement the common policy on vocational training adopted in 1963 [cf. abstract Nos. 1/01730, Vol. 2 and 1/B 45115, Vol. 11] and the resolution of 21 January 1974 on the social programme of the Communities.

The establishment of the centre is necessary chiefly because:

- the implementation of a common policy for vocational training presents increasingly complex problems whose solution requires the full support of all concerned, and particularly of workers' and employers' organisations;
- the Treaty of Rome does not provide the necessary authority for action on such a policy in all economic sectors;
- the specialisation and technical character of the tasks to be accomplished, particularly with respect to research and the use of new developments in every aspect of vocational training, call for the creation of an organ independent of the Commission but collaborating with it fully.

Aims and activities

The centre would encourage exchange of information and experience in the field of vocational training, by collating selected documents, diffusing useful information and promoting the development and co-ordination of research. It would encourage a concerted approach to Community problems in the vocational training field. For these purposes, it could:

- organise courses, lectures, seminars and pilot projects;
- conclude study agreements and make financial grants for specific projects;

(cont'd)

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- diffuse all useful documentation and in particular a Community bulletin on vocational training.

The centre would collaborate in the closest possible manner with existing specialised institutions, as well as with the public authorities and interested cultural, economic and social organisations such as teaching institutions, organisations of employers and workers, etc.

Organisation

The centre would be directed by a Governing Body of 15 members whose chairman would be appointed by the Commission. The Governing Body would be responsible for the centre's general activities, draw up the annual programme of work, taking into account the priority needs of the Communities, appoint the director of the centre and create ad hoc working groups as required by the annual program[illegible]. It would fix the budget.

The Governing Body would be assisted by an 18-member committee of experts, two from each Member State. The committee would give advice on questions submitted to it by the chairman of the Governing Body; it could also, on its own initiative, deal with any question coming within the mandate of the centre.

The centre would receive an annual subsidy from the European Communities.

referring to this abstract please quote L 244	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	1	Pakistan 549

Author: -

Title: National Development Volunteer Programme, 1973

Bibliographical references: The Gazette of Pakistan, Islamabad, No. S.1033/L.7646, 29 June 1973, p. 511-516.

Translation

Subject analysis

Act setting up a national programme to ensure gainful employment for educated persons: programme objectives and functions; implementation through registration, training and placement; conditions of employment; financing.

Contents analysis

A National Development Volunteer Programme has been set up to promote, develop and regulate systematic training programmes leading to gainful employment for educated persons (defined as "a person who possesses such academic qualifications as the Federal Government may from time to time, by notification in the official Gazette, specify"). Such persons shall be not less than 20 and not more than 45 years of age.

It applies to every Government establishment and to every industrial and commercial establishment wherein 50 or more workmen are employed or were employed on any day of the preceding 12 months, and to such other class of industrial or commercial establishments as may be specified by the Federal Government.

The director-general of the programme shall be appointed by the Federal Government and shall be empowered to set up advisory committees to ensure the satisfactory implementation of the programme.

The functions of the programme shall be:

- to establish a register of educated persons seeking employment at National Development Volunteer Registration Centres throughout the country;
- to maintain an up-to-date inventory of job vacancies and of facilities available for apprentice and other on-the-job training for persons of different educational levels;
- to train educated persons for or to place them in gainful employment;
- to provide vocational guidance taking into account individual aptitudes and inclinations;
- to forecast future manpower requirements for occupations and skills in the different regions;

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- to advise the Government and other competent bodies on measures required to adjust the economy to technological change;

- to initiate any other action to ensure the proper utilisation of manpower through training and other measures for increasing inter-occupational mobility.

In carrying out these functions the director-general may: (1) establish a National Development Volunteer Corps by recruiting registered persons, on such terms and conditions as may be prescribed, to work anywhere in Pakistan on development programmes; (2) place suitably qualified registered persons with public or private establishments having fifty or more employees to fill a vacancy or for apprentice or other on-the-job training; (3) employ registered persons for conducting such surveys and studies as may be necessary for the implementation of the programme.

Every volunteer placed with an establishment, other than in a regular vacancy, shall be paid a salary in accordance with the provisions laid down. He shall also be entitled to medical and welfare facilities, national holidays, rest intervals during the period of work and compensation for injury or disability applicable to other employees with the same educational qualifications.

The Government may provide facilities for the placement abroad of persons willing to be so placed.

Whenever a registered person secures regular employment his name is removed from the register but he may re-register if he loses the job through no fault of his own. If an establishment refuses to accept the placement of a registered person or discontinues the services of a volunteer without proper cause, such person or volunteer may make a complaint in writing to the director-general.

There shall be established a National Development Volunteer Programme Fund financed by: (a) grants by the Federal Government, provincial governments and local bodies; (b) contributions by commercial and industrial establishments; (c) income from other sources.

The full title of the Act is: An Act to make provision for promoting, developing and regulating systematic apprenticeship programmes for educated persons to equip them for securing gainful employment.

referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
L 243	-	-	-	1	Finland 471

Author:	
Title:	
Bibliographical references:	Förordning Nr. 619 (20 juli 1973) angående ändring av förordningen om yrkesutbildningsstyrelsen Finlands Författningssamling, Helsinki, No. 617-621, 24 July 1973, p. 1279-1280.
Translation	Decree No. 619 (20 July 1973) modifying the decree concerning the Board of Vocational Education
Subject analysis	Decree determining the scope of activities of the Board of Vocational Education, the distribution of duties between departments and sections, the levels given to staff, the various units and qualifications required (forest schools only).

Contents analysis

The scope of the Board of Educational Education (Yrkesutbildningsstyrelsen) has been extended, with a corresponding internal reorganisation of departments and sections, an upgrading of posts and, in particular, integration of forestry training in the activities of the Board.

The Board of Vocational Education (Yrkesutbildningsstyrelsen) is the central authority for:

- vocational (craft) schools;
- centres for retraining the unemployed;
- commercial schools;
- schools for training of "home auxiliaries" (hemvårdarinnor, hemsystrar), children's nurses and nursing home supervisors;
- home economics schools;
- home craft schools;
- agricultural schools;
- merchant marine schools;
- forestry schools;
- schools of nursing and medical care;
- technical institutes.

The Secretariat of the Board shall be composed of seven departments: one for general questions and one each for craft training, technical education, commercial education, occupations involving care of people or home economics, agricultural education and forestry education. Independent sections are responsible for training for the unemployed, training for occupations connected with the merchant marine, the overall planning of technical and vocational education.

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The Chief of the Forestry Schools Department and the Chief Inspector should be graduate foresters.

[This Decree amends the Decree of 19 February 1971 (172/71) on the Board of Vocational Education as amended by Decree No. 159/72 of 18 February 1972.]

referring to this bstract please quote	Trainee	Sector	ISCO	CIRF	Country
L 242	-	-	-	1	Kuwait 531.1

Author: -

Title:

Bibliographical references: Karar Maglis Al-Wuzara Bishan Tashkil Al-Lagna Al-Olia Liltadrib Kuwait Al-Yom, Kuwait, No. 962, 30 Dec. 1973, p. 3.

Translation: Decision by the Council of Ministers concerning the creation of a High Commission for Vocational Training

Subject analysis: Decision of the Council of Ministers setting up a High Commission for Vocational Training; membership; functions.

Contents analysis

A High Commission for Vocational Training has been set up to plan and promote all educational and vocational activities necessary for economic development, taking into account national and regional development plans and such factors as technological change.

The Commission shall be under the Chairmanship of the Minister of State for the Council of Ministers, with the Director-General of the Central Vocational Training Administration serving as Reporter. Members shall include a representative from each of the following: the Ministry for Social Affairs and Labour; the Ministry for Finance and Oil; the Ministry of Education; the Manpower Division of the Planning Board; the Shuaiba Industrial Area Authority; the Kuwaiti Chamber of Industry and Commerce; the Kuwaiti Trade Union Federation. The Commission shall utilise the secretarial and administrative services of the Central Vocational Training Administration.

The functions of the Commission shall be to:

- develop, on the basis of studies made for the various economic sectors, a unified vocational training policy and assist public and private agencies, organisations and undertakings in applying such a policy;
- propose desirable training action based on research and taking into consideration production and economic development requirements in the various sectors;
- define the levels of skill and the qualifications required in the various occupational sectors;
- approve vocational training schemes for the public sector and to draw up annual consolidated budgets for their implementation;

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- co-ordinate, within the framework of the over-all training policy, training activities undertaken in the semi-public and private sectors and in the petroleum industry and to give technical advice on such activities;
- draw up plans for increasing the facilities providing vocational training and for improving the qualifications of vocational teachers;
- devise programmes for improving productivity and making people productivity-conscious;
- propose agreements for co-operation in the field of vocational training with other countries and organisations and follow up on their implementation.

referring to this tract please quote	Trainee	Sector	ISCO	CIRF	Country
L 241	Young	-	-	1	Philippines 914

thor: -

le: National Apprenticeship Act

liographical erences: Official Gazette, Manila, Vol. 69, No. 16, 16 April 1973, p. 3476/10 - 3476/19.

anslation

bject analysis

Act concerning the organisation of apprenticeship: role of the Bureau of Apprenticeship; provisions governing the apprenticeship contract.

ntents analysis

This Act amends the National Apprenticeship Act of 1957. Major emphasis is put on the development of skills for economic growth. Although the organisation of apprenticeship programmes shall be primarily voluntary, the Secretary of Labour may require compulsory training of apprentices in certain occupations where a shortage of skills is considered critical. Compulsory apprenticeship shall not exceed 5% of the labour force or 10% of the total number of unskilled workers in a given establishment.

The Office of Apprenticeship within the Department of Labour shall henceforth be known as the Bureau of Apprenticeship. The Bureau shall be the competent authority in respect of apprenticeship and the National Apprenticeship Council shall be dissolved.

"Apprenticeable occupation" is defined as "any trade, form of employment or occupation which is found suitable for more than 3 months of practical training on the job in combination with supplementary theoretical instruction".

The main functions of the Bureau shall be to:

- formulate, implement, review and supervise a scheme of training in relation to each apprenticeable occupation;
- establish model training standards for all apprenticeable trades, occupations and jobs to serve as guidelines for apprenticeship programmes;
- develop and formulate apprenticeship policies and issue certificates on completion of apprenticeship;
- conduct research, disseminate information and provide advisory services to employers and workers;
- maintain a register of apprentices, apprenticeship programmes and apprenticeship agreements.

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n pursuance of these objectives it is proposed that apprenticeship be con-ucted (1) entirely by and within an establishment; (2) within a Department f Labour training centre or other public training institution duly approved by he Bureau; or (3) through basic training within an institution followed by train-ng within the undertaking. Apprenticeship schemes may be sponsored by a ing'e employer, a group of employers or by a civic organisation.

The apprenticeship shall be authorised by a contract, in writing, signed by r on behalf of the apprentice and his employer and approved by the Bureau. The contract should specify the duration of the apprenticeship, the ratio of heoretical to practical training and a period of probation of not more than he first 500 hours of work. To be eligible for apprenticeship a person nust be at least 16 years of age and satisfy prescribed standards of educa-ion and physical fitness.

The contract may be terminated only on expiration of the period specified or the training or if the employer is unable to fulfil his obligations or by lecision of the Bureau.

Recognition as an approved employer for purposes of apprenticeship is granted by the Bureau. Employers with duly approved apprenticeship pro-grammes shall have primary responsibility for providing appropriate apti-ude tests in the selection of apprentices. However, if they do not have dequate facilities for this purpose, the Department of Labour, through its uthorised agency, shall perform this service free of charge.

Apprenticeship shall be subject to a graduated wage scale which shall not be ess than 75% of the recognised minimum wage in the early stages of train-ng. If an employer cannot meet this requirement, the Secretary of Labour, pon recommendation of the Bureau, may authorise a lower rate, which shall ot be less than 50% of the minimum wage.

The Department of Labour or its authorised representative shall investigate ny violation of the terms of an apprenticeship agreement made under this Act. Any decision may be appealed within 15 days from notice of the lecision.

referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
B 57898	-	-	-	1	India 54

Author: -

Title: Report of the Committee on Unemployment

Bibliographical references: New Delhi, Government of India, Ministry of Labour and Rehabilitation, May 1973: Vol. 1, Part B, 828 p.

Translation

Subject analysis

Report on a study carried out to suggest remedial measures to alleviate unemployment: trends in industrial development and employment; policies and programmes for training manpower. [This abstract deals only with the major recommendations on education and training, cf. p. 686-696.]

Contents analysis

Although employment creation was given priority during the first four National Plan periods there has nevertheless been an ever-growing backlog of unemployment and underemployment at the end of each Plan period. The Committee on Unemployment was constituted in 1970 to assess the extent of unemployment and underemployment and to suggest remedial measures in relation to the programmes to be included in the Fifth Plan (1973-78). Some of the major measures are outlined below.

A feature of the employment market is the existence, side by side, of substantial educated unemployment and a lack of critical skills essential for economic growth. The total number of educated job-seekers registered with employment exchanges in December 1972 constituted nearly 48% of the total number of registered unemployed. Between 1966 and 1972 the number of senior-secondary school leavers seeking employment trebled, the number of undergraduate job seekers quadrupled and that of graduates has been multiplied by six.

A major factor tending to accentuate the problem of the educated unemployed has been the ever-growing rush for higher education. Steps should be taken to slow down the pace of expansion of higher education by providing alternative avenues for students. However, any long-term remedy for this situation lies in a successful policy of employment generation.

Elementary education should be expanded during the Fifth Plan with a view to generating employment opportunities for the educated unemployed, particularly as teachers (e.g. through the conversion of single-teacher schools into multi-teacher schools), school inspectors and clerical staff. One major difficulty to introducing universal elementary education is the problem of dropouts. Apart from reorienting the curriculum in terms of employment opportunities other measures need to be adopted, such as, provision of midday meals, adjustment of vacation periods, especially in the rural areas, to allow the children to help on the farm or at home when needed.

(cont'd)

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Recommended short-term measures to generate employment of the educated unemployed are: a system of government control regulating the ratio of highly skilled to unskilled workers; expansion of research and development activity; a phased programme of adult literacy; government action to develop the unorganised sector of the economy to absorb a higher proportion of educated personnel; schemes, including short-term upgrading courses, to enable persons to take up self-employment.

The education system has been unsuccessful in providing the right type of vocational or prevocational preparation. It should be redesigned so as to become job-oriented right from its elementary stage. At secondary level action to give it a vocational bias should be accelerated with a view to attaining the Education Commission's aim of diverting 50% of the student population at senior secondary level into vocational streams. Special steps should be taken to channel more young people into occupations involving manual work. A new scheme of incentives is necessary to encourage young people to enter vocational streams.

Vocational education courses offered should be based on local skill surveys. To this end studies of the employment situation should be carried out periodically in close collaboration with the employing agencies. Selection for employment should be related specifically to the job requirements and not to academic qualifications. Occupational training standards should be drawn up for the various sectors of the economy and reviewed periodically to keep them up to date.

The Government has an important role to play in co-ordinating the various agencies (including industry) involved in industrial education and training activities. Machinery must be established at the district and state level for conducting manpower surveys and for linking education and training programmes with the findings of these surveys.

referring to this abstract please quote B 56477-1	Trainee Adult	Sector -	ISCO -	CIRF 1	Country France 44

Author:
Title:
Bibliographical references:

LUTTRINGER, J.-M.
Garantie de l'emploi et droit à la formation: le stage de prévention
Droit social, Paris, No. 9-10, numéro spécial: la formation professionnelle continue, Sept.-Oct. 1973, p. 28-38.

Translation

Security of employment and right to training: protective training

Subject analysis

Article analysing the ambiguities of the texts governing the right to protective training: concept of collective dismissal; commencement of right to protective training; leave of absence; finance; conclusions.

Contents analysis

The right of workers threatened with redundancy to protective training (formation de prévention) is regulated by a variety of texts, principally the national inter-occupational agreement of 9 July 1969 on security of employment, the national inter-occupational agreement of 9 July 1970 on initial and further training, with the addendum of 30 April 1971 [see abstracts Nos. 1/B 40018 and 1/L 120, Vol. 10] and the law of 16 July 1971 on the organisation of vocational training within the framework of lifelong education [see abstract No. 1/L 126, Vol. 10]. The diversity of the texts and the ambiguities they contain can lead to a restrictive interpretation.

The ultimate aim of protective training is to minimise the consequences of redundancy by avoiding interruption of employment. The uncertainties regarding the exercise of this right stem in particular from the following points.

Concept of collective dismissal

This concept appears in the agreement of 9 July 1970 as a condition for the application of the right to protective training, but there exists no legal definition of the concept. The law of 16 July 1971 speaks only in general terms of "employees threatened with redundancy". Hence, the criteria by which collective dismissal may be distinguished from individual dismissal have to be sought in the law books. These criteria are: the economic cause, the number of employees dismissed, the simultaneous timing of the dismissals and their cause. To fulfil truly its protective role, the right to training should depend only on the cause of dismissal.

Commencement of right to training

The agreement of 9 July 1970 draws a distinction (article 15) between receiving information of impending redundancies (agreement of

(cont'd)

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10 Februar; 1969) and the individual notice of dismissal delivered by registered mail. The right to training starts with the first, but no details are given concerning the procedure by which the information is to be given, which could thus be left to the whim of the employer.

The law of 1971 states that the danger of dismissal creates the right to training. The date of commencement must be announced by management in accordance with the procedures for information and consultation through works councils, laid down in the agreement of 1969 on security of employment in cases of collective dismissal for economic reasons. This method is still not entirely satisfactory, however, since works councils do not exist in all firms and in some cases they do not function satisfactorily. Thus, according to the present texts, it is only from the receipt of the individual notice of dismissal that the right to training becomes unquestionably operative — which destroys its protective character.

Leave of absence for protective training

The agreement of 1969 draws a distinction between the right to leave of absence for protective training and for training in general. The two rights are distinct. Neither can circumscribe the other.

The law of 1971 does not provide specifically for leave of absence for workers threatened with dismissal who are subject to the same conditions as other workers: percentage of the labour force absent from the undertaking, seniority, minimum period between two courses, etc. Workers threatened with redundancy in firms outside the inter-occupational agreement are thus disadvantaged. It would be well to bring the law into line with the inter-occupational agreement.

Conclusion

The law of 1971 guarantees neither a specific right to leave for protective training for workers faced by redundancy nor the right to remuneration Employers are given financial inducements to provide these benefits.

The inter-occupational agreement establishes these rights in principle, but the vagueness of the text generally renders them inoperative in practice, except for workers who have already received official notice of dismissal.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° L 246	Adult	-	-	2	Belgium 493

Author:

Title: Arrêté royal du 28 décembre 1973 accordant une indemnité de promotion sociale aux travailleurs qui suivent des cours en vue de parfaire leur formation intellectuelle, morale et sociale

Bibliographical references: Moniteur belge, Bruxelles, No. 29, Vol. 144, 12 Feb. 1974, p.2093-2094.

Translation: Royal decree of 28 December providing for the award of further education grants for workers who follow courses to complete their intellectual, moral and social education

Subject analysis: Royal decree concerning the award of further education grants to workers following training courses: age limits; amount of grant; organisations authorised to run courses; modification of previous legislation.

Contents analysis:

A Royal decree, dated 28 December 1973, amends the law of 1 July 1963 and the decree of 28 August 1963 concerning further education grants for young workers who have taken courses to complete their intellectual, moral and social education [cf. abstract No. 2/04488, Vol. 2]. The amendments mainly concern the points outlined below.

Age. The decree of 1963 applied to workers aged between 16 and 25 years of age; the new text extends the age limit to cover workers who have not reached the age of 40 years by 31 December of the year in which they took the course in question.

Amount. The grant is calculated as follows:

(1) for workers who are under 21 years of age: 360 or 300 Belgian francs (approximately US$8 or US$7) per day according to whether the worker follows a 5-day or 6-day week, the total allowance not to exceed a maximum of 3,600 Belgian francs (US$86) per annum;

(2) for workers between 21 and 40 years of age: 450 or 375 Belgian francs (US$11 or US$9) per day, the total allowance not to exceed 4,500 Belgian francs (US$110) per annum.

Organisation of courses. In addition to the organisations recognised in the original decree, courses can be run by an organisation established by workers' organisations to promote continuing adult education, subject to the approval of the Minister of Employment and Labour on the advice of the Higher Council for Workers' Education (Conseil supérieur d'éducation populaire).

The other provisions of the decree of 28.8.63 remain in force.

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In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° L 245	Adult	-	-	2	Belgium 493

Author:
Title:
Bibliographical references:

Loi du 10 avril 1973 accordant des crédits d'heures aux travailleurs en vue de leur promotion sociale
Moniteur belge, Bruxelles, No. 79, Vol. 143, 21 April 1973, p. 4974-4978.

Translation

Law of 10 April 1973 providing time credits to workers with a view to social advancement

Subject analysis

Law on the granting of time credits to allow workers to follow further education courses: beneficiaries; use of time credits; remuneration; finance and organisation; amending provisions.

Contents analysis

The law authorises the grant of time credits for workers who can certify that they have enrolled in and are regularly following a course organised or subsidised by the State to improve their intellectual, moral and social education (education for social advancement).

The law applies to: (1) workers up to 40 years of age in full time employment, except teaching personnel, civil servants and related workers; (2) employers.

The scope of the law may be extended by decree to other categories of personnel and to other courses, or to make special provision for certain categories of worker.

The law confers the right to leave of absence with normal pay:

(1) for a period equal to the number of course hours in a school year, provided the worker has successfully completed further education courses during at least two years;

(2) for a period equal to half the number of course hours in a school year, if the worker has successfully completed one year's further education.

Modifications authorising increased time credits, or changing the conditions and methods of obtaining grants, may be made by decree.

Use of time credits

A collective agreement concluded by the competent joint committee governs the manner in which the credited time may be taken, viz:

(1) the whole within the period immediately preceding the end-of-year examinations; or

(2) half within the period mentioned under (1) above, and half divided into weekly or monthly leave periods; or

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(3) the whole divided into weekly or monthly leave periods.

The worker may also use the time credits to attend courses during working hours, in which case the credits received are deducted in the first place from the weekly or monthly leave periods.

Remuneration during time credits

The periods of absence as provided for in the law are regarded as working days for the purposes of social legislation. They are paid on the same basis as official national holidays, provided the recipient would in fact have been working during the hours claimed for.

Finance and administrative arrangements

The State finances half the wage payments and social security contributions required for the time credits and the employers finance the other half. Employers may be required to make contributions for this purpose to the social security and pension schemes to which the workers belong. They are exempted from such contribution if they are members of a social welfare fund which reimburses these payments.

Delay in the payment of contributions is subject to penal sanctions.

Time credits cannot be claimed by a worker who has not gained the appropriate certificate after taking the same one-year course twice or who, during a three-month term, is absent without good cause for more than one-tenth of the course.

The law provides for a system of supervision by the public authorities and their agents.

The heads of teaching establishments attended by workers in receipt of time credits may be required to report on the progress of studies.

Amendments

1. The provisions of the original law of 1 July 1963 introducing a system of awards for social advancement [cf. abstract No. 2/04488, Vol. 2] are extended to workers up to 40 years of age.

2. Workers benefiting from time credits under the present law have not the right to receive, in addition, further education allowances.

[See also abstract No. 4/L 232, Vol. 12, regarding the introduction of educational leave in Luxembourg.]

referring to this tract please quote	Trainee	Sector	ISCO	CIRF	Country
L 236	-	-	-	2	Arab Rep. of Egypt 620.1

Author:	-
Title:	Qānūn ragam 76 lisanat 1973 fī ša'n al ḫidmat al ămma lilšabāb alladí anhà almarāhili altălimiya
Bibliographical references:	Al-Garida Al Rasmiya, Cairo, No. 24, 23 Aug. 1973, p. 27-28.
Translation	Law No. 76 of 1973: Public service law for young people having completed their studies
Object analysis	Act to set up a scheme of public service for young people who are not called up for military service: type and duration of service; role of establishment and regional committees.

Contents analysis

This Act initiates a scheme whereby young people who have completed secondary or higher education may be requested to carry out some sort of public service in place of military service.

Such public service shall be carried out in the following fields: literacy programmes, nursing and medical care, family planning, co-operatives, civil defence, welfare services, psychological and political guidance, the construction industry, urban and rural development projects.

Persons called up for public service are to be granted a monthly allowance, including an allowance for clothing and transport.

The period of enrolment is one year. On completion of this period a certificate is issued by the Minister of Social Affairs as proof that the period of service has been completed.

A committee shall be set up in each region (governorate) to supervise the proposed public service scheme. It shall be under the chairmanship of the Governor of the region and shall include representatives of the appropriate government departments, the Popular Council, the Committee of the Arab Socialist Union, the Secretariat for Youth and other interested bodies. The principal functions of the regional committees shall be to:

- formulate a work plan for public service enrollees;
- follow-up and assess all work carried out by enrollees;
- supervise the implementation of the scheme.

The Ministry of Social Affairs, in conjunction with the Ministry of State for Youth, shall issue the regulations necessary to set up the appropriate administrative structure for implementing this Act.

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In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 60019	-	-	-	2	Latin America

Author: -

Title: Reunión técnica sobre formación profesional rural y reforma agraria: Informe preliminar

Bibliographical references: Montevideo, CINTERFOR, Proyecto 087, Nov. 1973, 8 p.

Translation: Technical meeting on rural vocational training and agrarian reform: preliminary report

Subject analysis: Preliminary report on a meeting of a group of experts on rural vocational training and its relation to agrarian reform: general conditions of vocational training; objectives, methods and means; human factors.

Contents analysis:

A technical meeting on rural vocational training in relation to agrarian reform took place at Monteira (Colombia) from 4 to 9 November 1973. It was organised by the Inter-American Research and Documentation Centre on Vocational Training (Centro Interamericano de Investigación y Documentación sobre Formación Profesional — CINTERFOR) under the auspices of the National Apprenticeship Service (Servicio Nacional de Apprendizaje — SENA) and the Colombian Institute for Agrarian Reform (Instituto Colombiano de Reforma Agraria — INCORA). Participants from 11 countries of the region examined activities carried out by their national institutions for the benefit of rural workers. The agenda included:

(1) general conditions of vocational training;
(2) methods and modalities;
(3) human factors.

[The preliminary report is limited to a summary of the main conclusions and recommendations; a final report is to follow.]

General conditions of vocational training

Agrarian reform requires an integrated, permanent, widespread process of education and the conscious, active and organised participation of the rural population. Development plans should include vocational training activities adapted to the specific aims of rural reform. Technology should conform to real needs. The introduction of technologies involving investments detrimental to employment should be offset by training programmes. Vocational training programmes at all levels should stimulate the participation of young rural workers in the process of agrarian reform. Satisfactory indicators must be chosen to measure the extent to which qualitative objectives are attained.

Vocational training: objectives, methods, means

The present system of general education is not adapted to rural needs. There is a need to develop training promoted by collective organisations.

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Moreover, such training reduces costs and enhances the possibilities of joint management.

Vocational training programmes should: (1) stimulate community spirit; (2) prepare young people to participate in agrarian reform while providing opportunities to train for non-rural occupations.

The heads of collective organisations should receive training which will qualify them to protect the interests of the rural community, while avoiding excessive reinforcement of personal authority.

Teaching personnel conducting vocational training courses should be qualified, adequate in number and recruited from a rural background. Training of instructors should equip them to stimulate the creative and organisational capacities of rural workers.

Financial resources for vocational training should be increased. Compulsory contributions should be exacted from the profits which companies gain from agrarian reform.

Mass communications should be fully utilised, in particular for the popularisation of vocational training courses.

Technical co-operation between the countries of the region should be developed to encourage exchange of ideas, experience and qualified personnel.

Resistance to vocational training can be overcome by information programmes on the advantages of applying new techniques and by the use of active teaching methods which encourage, from the beginning, the active participation of the rural population in the execution of programmes. This participation will have achieved its aim when the standard of living of the rural worker enables him to contribute to decision-making on questions which, although affecting his work, are not directly linked to it.

referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
B 59313	-	Education 931	-	2	Developing Countries

Author: -

Title: Education in a rural environment

Bibliographical references: Paris, UNESCO, 1974, 64 p.

Translation

Subject analysis: Booklet on education and rural development: pedagogical principles for renewal of education; teacher's role; school and community; education at different stages of life; rural vocational guidance; higher education and research; planning; bibliography.

Contents analysis

About 60% of the world's people live in a rural environment, and in the developing countries the proportion rises to 70 to 80%. This sector of the population is mainly engaged in agriculture, but accounts for a small proportion of the domestic product, 20 to 40% according to region. Education can remedy this situation, provided always it is adapted to circumstances.

Education must be firmly rooted in economic and social reality. It should be functional, based on the subject matter furnished by the environment. It should be directed towards the solution of concrete problems and participation in production, but it must also inculcate scientific methods.

The instruction provided in rural areas should be equivalent to that provided throughout the rest of the country and should conform to universally valid standards. It should also provide opportunities for following different types of studies so as not to restrict the rural population to certain forms of activity or deny them access to secondary or higher education. Furthermore, since economic development leads to an increase in non-agricultural employment even in rural areas, education must prepare children with the intellectual equipment for a life whose rural or non-rural, agricultural or industrial context cannot be determined in advance.

To this end, the school must be integrated into the community and conceived as a living organism which will respond to the needs of a constantly changing society. Such a school should become a true emanation of the community and a nursery for development. The incorporation of communal activities and agricultural work in school life cultivates in the adolescent the attitudes and capacities called for by development. The ideal would be a school situated at a strategic spot where it could serve as a development centre, close to various fields of activity and technical

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institutions. Whenever possible, it should have workshops, agricultural plots, libraries, a documentation centre, audio-visual equipment, a common room, a co-operative society and clubs run entirely by the school. Several primary schools could be linked together around a central school serving as a focal point and a model. Its teachers would serve as guides and counsellors to colleagues in the other schools and its equipment would be available to all. This school should provide all possible forms of learning.

Rural schools should also serve adults. Agricultural extension work could be used for teaching illeterates but once it becomes a question of introducing new forms of organisation, rather than techniques, illiteracy becomes a brake. Literacy, moreover, makes possible a technological breakthrough at a higher level. If literacy teaching is adapted to economic and social objectives, imparting useful skills and qualifications at the same time as new attitudes related to literacy [cf. abstracts Nos. 13/B 53651 and 2/B 55449, Vol 12], the adult enters an integrated training process as a member of a group and plays an active role in updating the subject matter taught.

This new type of school, adjusting the pattern of its life to that of the community, pools its talents and becomes a sort of "people's bank of knowledge" operating as a generalised yet individualised co-operative. It mobilises the energies of the community to train the individual and confer on him responsibility. The school also forges links between the generations, acting as an adult training centre outside school hours, as a meeting place for cultural and sporting activities and for communal activities.

In this context, the teacher should see his task as leader of a group. He helps them understand their environment and prepares them for future life as citizens and workers, makes them aware of their problems and of the part they can play in the community. To achieve this, the rural instructor needs retraining. He must be a true educator, not merely transmitting knowledge but developing the learner's personality. He needs to be strongly motivated, with good working conditions. He should have the support of experienced advisors.

Higher education also must contribute to rural development by training high-level senior staff and specialists. Research must be linked to teaching and must be used to find solutions to specific development problems.

This type of education would involve each and every member of society and would represent a decisive step in the direction of lifelong education.

[This booklet is also published in Spanish.]

referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
B 58722	-	-	-	2	USSR 47

Author:
Title:
Bibliographical references:

KOTLYAR, A.
Problems of younger workers in the USSR
International Labour Review, Genève, Vol. 109, No. 4, April 1974, p. 359-371.

Translation

Subject analysis

Article on the characteristics of young workers: vocational training and guidance; career prospects and job satisfaction; mobility; conclusions and proposals. [This abstract deals only with the section on vocational training.]

Contents analysis

All efforts to develop and form the character of Soviet youth are directed essentially at preparation for working life, so that they may eventually take their place in socialist society and contribute to national economic and cultural development. Action in the vocational guidance field in recent years, particularly the creation of youth employment commissions, has shown good results. A much smaller proportion of young people is now oriented towards university education and a larger proportion towards industrial employment, which corresponds more closely with manpower requirements of the economy. Better prepared, the young adapt more easily to their work, are occupationally more stable and feel greater satisfaction [cf. abstract Nos. 5/00925, Vol. 1 and 5/B 42843, Vol. 10].

Vocational training

Occupational training is highly effective when given within an established system of specialised vocational schools. Combined with a high standard of general education, such training ensures a supply of young workers well qualified for skilled employment, more adaptable to factory life and therefore in principle more occupationally stable. Skilled workers trained in a technical school after 10 years of general education are the most occupationally stable. However, findings show that young people with such a background currently represent only 20% of all those with a secondary education entering industry.

The Soviet Union is currently assessing the results of the general reform of education begun in 1958 [cf. abstract Nos. 3/09086, 4/09088 and 4/4/09477, Vol. 3]. The positive side of this reform has primarily been a large step forward towards combining general education with vocational training. Pupils have learnt to consider productive work as their first objective and compulsory schooling was raised to 8 years as an interim measure before the general introduction of 10-year secondary education.

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owever, one important innovation which was envisaged in the reform [cf. ostract No. 4/B 13136, Vol. 6] — vocational training in general education chools — has not been successfully implemented, since these schools very ften lack the necessary material or technical equipment. In addition, enolment in general education schools is dependent on place of residence, hile selection for vocational training must be based on the abilities and nclinations of young people and on the occupational skill requirements of ne national economy.

he aims behind the present reform of the education system are: to provide oung people with every opportunity for developing their abilities and inlinations; to provide vocational training for future production workers which ill equip them for jobs requiring high general and occupational qualifications; o prepare pupils for entry into higher and specialised secondary educational nstitutions; to implement the decisions of the 24th Congress of the Commuist Party of the Soviet Union regarding universal secondary education [cf. ostract No. 4/L 183, Vol. 11].

hese decisions imply an expansion of the network of technical schools comining vocational training with full secondary education [cf. abstract No. /B 29787, Vol. 8]. To implement the envisaged reform it is essential nat final year pupils should receive vocational training. The so-called raining and production centres established in some big cities and towns for ne 9th and 10th-year general education pupils constitute a most promising nedium for occupational preparation. At such centres, local undertakings t out workshops with up-to-date materials and technical equipment allowing ne young people to choose between a dozen or more trades. This system nakes it possible to take into consideration the abilities and inclinations of ne pupils as well as the national requirements for skilled manpower.

nother method adopted is the organisation of part-time courses outside orking hours, which requires adjustment of class timetables to work shifts. t least 30% of Soviet youth already take advantage of these arrangements.

Cf. also abstract No. 2/B 53836, Vol. 12, of an article by the same author n the occupational stability of young workers in production undertakings.]

referring to this abstract please quote B 58599	Trainee Adult	Sector -	ISCO -	CIRF 2	Country France 44

Author: GOUAULT, J.-M.
Title: L'éducation permanente selon la CGT-FO
Bibliographical references: Projet, Paris, No. 82, Feb. 1974, p. 194-204.

Translation: Continuing education and training: the CGT-FO view

Subject analysis: Article expressing the view of a major confederation of trade unions of permanent training: positive aspects of the legislation and the inter-occupational agreement; conditions for achieving a revolution in the teaching world.

Contents analysis:

Despite their weaknesses, particularly with respect to the payment of workers [cf. abstract No. 2/L 149, Vol. 11], the Agreement of 9 July 1971 concerning initial and further training [cf. abstract No. 1/B 40015, Vol. 9] and the law of 9 July 1971 on continuing vocational training [cf. abstract No. 1/L 126, Vol. 10] open the door to a genuine revolution by giving all workers of all grades the right to education. According to the General Confederation of Labour — Force ouvrière (Confédération du Travail — Force ouvrière (CGT FO) two obstacles, however, remain to be overcome: lack of motivation on the part of the workers, and the rigidity of the national education system.

Workers' motivation

The absence of motivation is due to: lack of information, inadequate link between training and promotion, reticence towards educational activities, problems of pay. The CGT-FO organises 5-day courses for trade union representatives, with the support of the office of the Inter-ministerial Committee for Vocational Training and Social Advancement (Comité interministériel de la formation professionnelle et de la promotion sociale), so that they may inform their members correctly of their rights. But information is not enough. Full pay during training is essential.

Trade union control

At present it is likely to be difficult for the trade unions to gain control of training at the workplace, since works committees have only a consultative function. On the other hand, the unions can exercise considerable influence in regional and area (départementaux) committees for training and social advancement, in joint employment councils and training insurance funds [see abstract Nos. 2/L 146, Vol. 11 and 4/B 56526, Vol. 12].

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he CGT-FO attaches special importance to public training authorities: the dult Training Association (Association professionnelle des adultes) and the ational education system. The former has proved its value, but the latter s only beginning to show interest in permanent training, for example by the ecent creation of a department at the Ministry of National Education, the ntroduction in 1972 of a modular training system to obtain a trade certificate certificat d'aptitude professionnelle, CAP) and the establishment of centres or permanent training in some universities.

may therefore be hoped that before long, given adequate funds, the ational education system will be in a position to assume its true role. nly then will a real teaching revolution be achieved.

referring to this tract please quote B 58391	Trainee -	Sector Agriculture 1	ISCO -	CIRF 2	Country Italy 45

thor:
le:
liographical erences:

CESARINI, G.
Un esperimento di formazione professionale nell'agricoltura
Orizzonti professionali, Palermo, Vol. 13, No. 6, Nov.-Dec. 1973, p. 5-10.

anslation

An experiment in vocational training in agriculture

bject analysis

Article on an experiment aimed at promoting production enterprises in rural areas to give agricultural workers training adapted to their needs: economic, social and cultural background; implementation of the scheme; concrete example.

ntents analysis

For some years an interesting experiment has been in progress in Southern Italy in an attempt to overcome the very serious difficulties which accompany the modernisation of agriculture in a region where the mentality of the people and the economic background do not encourage change. The situation is typified by a low level of general education and technical training, shortage of managerial experience, limited knowledge of the outside world and a lack of capital, initiative and general knowledge, and at the same time by the absence of the institutions and the means to provide a solid and efficient infrastructure. The situation is reflected in the decay of abilities and values centuries old. To correct it, these abilities, these values, must be inserted in a modern productive context, which would allow them to be enriched and revitalised without depletion of the population through migration.

In conditions such as these, adult agricultural training is beset by great difficulties, which must be tackled on two level simultaneously: (1) on the economic level, to give agricultural enterprises a modern, efficient structure on a scale comensurate with the European economy; (2) on the educational level, to modify the behaviour of the population, to adapt it to the new technical, economic and social realities and impart the required working skills, while conserving the abiding values which represent the hidden wealth of traditional societies.

In fact, it is a question of radically transforming a large number of enterprises situated in areas often isolated and ecologically varied.

Young people leaving school after receiving a basic general education find there are no training opportunities available. An effort must be made, therefore, to provide them with technical training and education, while striving to raise the standards of the rural undertaking as an economic concern. For these purposes, experimental production enterprises were created, independent in character and with full legal status, by means of which the required training could be given and economic structures

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gradually changed. Experiments of this type usually comprise six phases.

1. Orientation. By means of optional updating courses selected jointly by participants (agriculture, bee-keeping, horticulture, tailoring and cutting, etc.), the idea of work which can be undertaken on a co-operative basis takes root little by little and the means are sought to carry it out.

2. Starting the enterprise. Drafting of rules and management regulations and the setting up of a simple association while continuing to work on a co-operative basis.

3. First training stage, spread over a year, in such a way as to embrace a complete cycle of production. The group becomes firmly established, the members become accustomed to taking decisions in common, to helping one another. Gradually they acquire the skills that they need.

4. Development of the enterprise. Once the first production cycle is completed, the enterprise can grow in importance. It obtains legal status as a co-operative society. Membership increases, production expands. During the third year, without yet attaining its final form, the enterprise takes on a new dimension and the initial vocational training of the members comes to an end.

5. Consolidation. The enterprise progresses in technical competence and organisation and requires less assistance. The members follow specialised courses according to need.

6. Final organisation. The management structure is finalised, contacts are established with similar enterprises. The society attains a size commensurate with the needs of the market and providing full employment for its members.

Results. Some 100 enterprises formed in this way are still at an experimental stage. They have around 1,400 members, mostly young people and women from rural areas, organised on co-operatives in fields of specialisation which vary greatly from region to region. A total of 33 holdings of 110 hectares have replaced 770 holdings averaging 4.5 hectares. A contribution has been made to the development of the country, while the economic condition of small farmers has been improved. In every case, an attempt is made to develop individual potential by encouraging each person to realise his productive possibilities to the full and in an independent manner.

The system is illustrated by an extract from the half-yearly reports of the Technical Assistance Centre of Licata (Centro di Assistenza Tecnica di Licata) in the province of Agrigento, Sicily.

n referring to this bstract please quote B 58356	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	2	International

Author: -

Title: Mathematical models for the education sector

Bibliographical references: Paris, Organisation for Economic Co-operation and Development (OECD), 1973, 298 p. Price: US$ 6; £2.12; FF 24.

Translation

Subject analysis

Report analysing current practices in the application of mathematical models in the education sector: methodology; identification of problems; need for information exchange; findings; conclusion; annexes (questionnaire responses, supporting documentation). [This abstract deals only with the main findings and recommendations.]

Contents analysis

Mid-way between an in-depth investigation and a bibliography, this OECD survey constitutes an aggregate analysis of a large number of mathematical models which reveals the anatomy of the current research effort in the education sector.

The main aims of the survey were: (1) to investigate the general characteristics of the current model-building effort; (2) to identify significant technical problems; (3) to provide insights into how the models can best be used in educational planning and decision-making; (4) to formulate guidelines for the direction of current and future work on educational model-building by OECD.

The survey was carried out by means of a detailed questionnaire, containing more than 100 questions, coded in such a way that the responses could be computerised for retrieval and processing. Practically all the member countries of the OECD participated in the survey.

Analysis revealed several dichotomies which must be overcome if an effective educational model is to be developed. These dichotomies are outlined below.

Structure vs. behaviour. In the models examined the structuralist viewpoint prevails, as reflected in the large number of student flow models used for forecasting. Only limited attention is paid to an examination of the behaviour which governs the value of the transition coefficients. Both approaches are required to reflect the true complexities of education.

Micro vs. macro approach. Macro education studies are concerned with variables describing the education sector as a whole (e.g. enrolment levels, public and private expenditure) while the micro approach deals with parts of the whole (e.g. capacity of an educational institute, admission criteria). While in economics the mosaic of general equilibrium theory has attempted to relate macro and micro economic studies, no such

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attempt has been made in the field of education. Here again, an appropriate "mix" of these two approaches may well be necessary for building practical models to assist the formulation of educational policies.

Practicality gap. Experience with mathematical models has been mainly academic and policy-makers are cynical. Work is needed to match model purposes with specific policy issues.

Other issues. Most models over-simplify the operational system and the underlying causal relationships. Justification is rarely given on the choice of the level of aggregation. There is excessive emphasis on long-term forecasting, at the expense of short-term forecasting problems.

Recommendations

Further work on the survey itself, including: (1) case-study analysis of particular models; (2) further investigation on student forecasting models, resource requirement models, and externally-linked models; (3) a detailed examination of the usefulness of evaluative models in improving both student forecasting and resource requirement models, with possible suggestions for a future research project.

Further work on forecasting models, and especially: (1) a post-mortem on past models; (2) a study of different methods used for estimating transition proportions; (3) a study of policy variables.

n referring to this bstract please quote	Trainee	Sector	ISCO	CIRF	Country
B 58069	Adult	-	-	2	United Kingdom 42

Author: NEWSHAM, D.B.

Title: The will to retrain

Bibliographical references: Cambridge, Industrial Training Research Unit Publications, 1973; 17 p. (mimeo.). Price: £0.40.

Translation

Subject analysis

Research report on the attitudes of redundant personnel to retraining for alternative employment: methodology; findings; implications.. [This abstract deals only with the basic implications.]

Contents analysis

A survey has been carried out to determine what factors seemed to influence the attitudes of adults to retraining for new skills.

Among 206 redundant men aged 35 and over who were interviewed during 1969/1970, 107 were willing to retrain for new skills. They were those who tended to have a healthy opinion of their achievement and their future potential. Whatever their age they thought of themselves as young. They had made relatively frequent changes in the past from one employer to another. They also tended to have had some form of training for the jobs they had done.

By contrast, the men who were reluctant to retrain tended to be very age-conscious and to lack confidence in facing new situations. They tended to rationalise their own reluctance by reference to their lack of education, the jobs they could already do or their contentment in the job they had found (usually unskilled). Nearly 66% of them had made relatively few changes of employer or job and more than 25% of them claimed to have never had any training at all for the jobs they had done.

Despite the willingness to retrain of about half the men interviewed, only about 9% had found opportunities or prospects of doing so. The remainder were hampered by: lack of knowledge of the facilities available; indecision as to appropriate training; unsuccessful application for retraining on the basis of test results which they themselves did not see as relevant to the job or course for which they had applied; failure to obtain interviews at industrial firms because of their age.

Analysis showed that attitudes to retraining were influenced positively or negatively by the policies of the firms they had previously worked for. Those who had worked for firms giving them a fair deal had the most positive attitude towards retraining.

Who should take the required action to motivate adult unemployed workers to undergo training? A two-fold responsibility seems to rest upon the

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employers. First, they could recognise and encourage the will and capacity to retrain among adult job applicants. Recruitment policies, commonly weighted in favour of applicants with stable employment histories need to be reappraised in the light of the evidence that more frequent job changes provide valuable experience of adjustment to change. Trainability tests [cf. abstract Nos. 5/B 52207 and 5/B 52208, Vol. 12] could well replace more traditional selection procedures.

Secondly, industry could foster the will to retrain. Before redundancy is ever foreseen industry should encourage its employees to be training conscious, to upgrade to jobs involving more complex skills or to become more versatile in a broad range of skills.

Among the Government's plans [cf. abstract No. 1/B 47519, Vol. 11] for improving employment and training services, perhaps the most important, from the point of view of the older worker, will be the expansion of occupational guidance, the increase in the types of training available in Government Training Centres, Government-sponsored training and the use of temporary surplus in-plant training facilities. Such measures, however, will only succeed in attracting trainees, if they are widely proclaimed and thoroughly understood.

Whilst the importance of adequate remuneration during training at GTCs has been acknowledged, the new proposals make no reference to the financial position of industrial workers whose training is properly the function of individual employers. While there is financial assistance available from the Government to the employer who recruits and trains older men who have been unemployed for a certain length of time there are no specific proposals to relieve the trainee of financial strain. So far, workers are only protected against a steep drop in earnings by the award of an "earnings related supplement" if they are sponsored for retraining by the Department of Employment. Perhaps the solution would be the award of such a financial supplement irrespective of how and where the adult worker finds an opportunity to retrain.

In referring to this abstract please quote N° B 57989	Trainee	Sector Education 931	ISCO -	CIRF 2	Country International

Author: DALIN, P.

Title: Case studies of educational innovation: IV. Strategies for innovation in education

Bibliographical references: Paris, Centre for Educational Research and Innovation, Organisation for Economic Co-operation and Development (OECD), 1973, 296 p. Price: US$8; FF32; Sw.Fr. 25.

Translation

Subject analysis

Report on a project carried out to assess the dynamics of educational innovation: theoretical framework; types of innovation; institutions and processes; strategies; role of research; barriers; implications; bibliography.

Contents analysis

This study summarises and analyses 17 case studies on educational innovation organised by the Centre for Educational Research and Innovation (CERI). The purpose was to achieve a better understanding of the change process in education.

Scope

The case studies were carried out at the central, regional and school level in Canada, Denmark, Finland, the Federal Republic of Germany, Norway, Sweden, the United Kingdom and the United States of America. Each level is treated in depth in a separate report [volumes I to III].

The term "innovation" was defined as "a deliberate attempt to improve activities in relation to certain desired objectives".

Four categories of educational innovation were identified. Those concerned with: (1) the objectives and functions of the school in its broader social and economic context; (2) the organisation and administration of the educational system; (3) role definitions and role relationships; (4) the teaching/learning process, its aims, content, methods, evaluation, material and the internal organisation of instruction.

The term "strategy" was used as a broad concept meaning "all available procedures and techniques used by individuals and groups at different levels of the educational system to reach desired objectives". The three main strategies were: (1) empirical/rational strategies; (2) normative/re-educative strategies; (3) political/administrative strategies.

As a model for analysis, a process-oriented model of innovation was chosen and referred to as the planning-research-development-and-diffusion model (PRDD model). This model was based upon the following assumptions: (a) innovation is a rational process; (b) the process is a planned and sequential process; (c) consensus concerning objectives is a pre-condition for action.

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The 17 case studies were used as a basis for a general discussion of the process of innovation in education and to explore the relevance of the PRDD model in relation to the following problems: Are various types of innovation managed differently? What effect on the process and on the direction of change does participation of different interest groups have? What effect do different personnel policies have?

A more general discussion of alternative roles of research as a strategy in the innovation process was undertaken on the basis of this detailed analysis. In addition, analysis was carried out to assess the various relationships between political decision-making and research.

The various barriers to and unintended effects of innovation were studied and an attempt was made to identify the salient functions in the process.

General implications

The study showed that, whilst no single model could or should prevail, the broad features of an innovation system in education could be identified. Essential prerequisites of educational innovation include a national strategy for educational change; decentralisation of certain powers to regional and local levels; an environment conducive to change.

The challenge of the future will be to develop national innovation systems which can facilitate change as a permanent feature of educational systems.

The basis for a national innovation policy is a comprehensive understanding of the various factors in the innovation process. The role of the national policy is not to direct and control changes in the system. Its role is rather to lay down the conditions for innovation within the system. It is a political concern in the broadest sense. Co-operation with other national policies (economic, social) is essential, and communication with and participation of different interest groups are also essential.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 57724	-	-	-	2	United Kingdom 42

Author: -

Title: Education and training for offshore development

Bibliographical references: London, Department of Employment, Training Division, 1973, 74 p.

Translation

Subject analysis

Report on education and training for offshore development: background information; structure of the industry; demand and supply for education and training; future action; recommendations; detailed annexes.

Contents analysis

A working party was set up in May 1973 to consider education and training for offshore development. It comprised representatives of appropriate Government departments, the Petroleum Industry Training Board, and other interested bodies.

The terms of reference of the working party were: to identify the training and education needs arising from offshore development and to propose specific steps that might be taken to remedy any shortcomings revealed.

In addition to obtaining information from large numbers of individuals and organisations the working party carried out site visits and visited existing training facilities.

Serious exploration of the UK part of the continental shelf started as recently as 1964. Progress since then has been rapid. The technological difficulties of exploration and development at the working depth and in the adverse climatic conditions are considerable. The new methods necessary to overcome them introduce a pioneering element into the training and education provisions required.

The training requirements fall into 4 main phases: exploration, exploration drilling, production development and production maintenance. The quantitative basis for the study was based on projections of the numbers of additional people in occupational groups likely to be employed in connection with offshore activities up to 1980.

The recommendations made by the working group are outlined below.

1. The nature of offshore operations gives rise to substantial elements of risk which cannot be eliminated. Safety training must therefore be regarded as an integral part of all training. A fuller review of safety and health training should be arranged.

2. Although universities are responding to changing demand as a result of offshore activities, those universities running courses in geo-physics

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should be invited to consult with the industry to ensure that the computer content of courses meets its needs.

3. In order to create a recognised pool of expertise for the industry, consideration should be given to setting up specialised centres to provide post-graduate, post-entry and post-experience courses in petroleum engineering.

4. The Petroleum ITB in co-operation with industry and the appropriate Government departments should develop more detailed plans for the establishment of a centre in drilling technology.

5. The Petroleum ITB should maintain close links with the petroleum companies to promote the development of training. It should undertake further studies of the demand for and supply of education and training for those occupations employed in the offshore activities where there is insufficient information to reach valid conclusions.

6. The Petroleum ITB should encourage discussion of the possibility of developing apprentice training for craftsmen and technicians in the field of offshore activities.

7. The establishment of advanced underwater training facilities should be considered.

8. There is a lack of people trained in advanced design techniques for drilling rigs. Measures should be taken to remedy this lack and the award of post-graduate grants should be related to identified skill gaps, including rig design.

9. Projections of future employment in the industry should be reviewed and updated periodically. Arrangements should be made to monitor developments in training and education for offshore development and co-ordinating progress in this respect.

10. Industry and the Petroleum ITB should be given an opportunity to comment on the recommendations made.

[Cf. also abstract No. 2/B 57704, Vol. 12.]

referring to this tract please quote	Trainee	Sector	ISCO	CIRF	Country
B 57536	-	-	-	2	Germany (Fed. Rep.) 430.2

uthor: HEGELHEIMER, A.

tle: Bildungsplanung und Beruf: Bildungsgesamtplan und Berufsbildungsprognose

bliographical eferences: Bonn, Deutscher Industrie- und Handelstag, 1973: Schriftenreihe, No. 135, 84 p.

ranslation: Educational and occupational planning: over-all educational plan and vocational training estimates

ubject analysis: Pamphlet setting out the criticisms of the German Association of Chambers of Industry and Commerce of the over-all education plan: weaknesses of forecases of individual demand for education, supply of skills, etc.; training excessively tied to the classroom, to the detriment of the dual system; trends in reforming this system.

ontents analysis

Economic circles, particularly the German Association of Chambers of Industry and Commerce (Deutscher Industrie- und Handelstag) consider that the over-all plan for education*(Bildungsgesamtplan) drawn up by the joint Federal-State Committee for Educational Planning (Bund-Länder Kommission für Bildungsplanung) [cf. abstract No. 4/B 56641, Vol. 12] suffers from several weaknesses, especially the reduced role of the "dual" school/industry system of vocational training. State planning of education apparently consists in consolidating and strengthening past policies. The over-all plan should answer three essential questions:

- what changes in the supply of skills will flow from the individual demand for education and how can control over educational policy be exercised?
- what is the relationship between the individual demand for education and forecasts of employment?
- how does long-term educational planning affect economic growth and potential national manpower and education resources?

The over-all educational plan for 1970-85 contains neither detailed forecasts of training demand (and therefore of the future supply of skilled manpower) nor yet a study in depth of the relationship between vocational training and economic growth. Forecasts for senior secondary education are based on the changing proportion of students in the various streams.

*Adopted 30 November 1973 by the Heads of the Federal and States governments: Bildungsgesamtplan, Drucksache 790/33, Bundesrat, Bonn, 20 December 1973, 213 p.

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Moreover, the over-all plan allots a minor role to vocational training, envisaging rather an expanding role for full-time training at school. Precisely because of the limited capacity of vocational schools (Berufsfachschule) providing full-time instruction. It is probable that school-based vocational training will fall to a large extent on general colleges of further education (allgemeine weiterführende Schule).

The dual system

It is estimated that manpower trained under the dual system (within the undertaking + part-time related instruction at school) will fall from 57% of those in a given age group in 1970 to 37% in 1985. These figures have apparently led the planners to disregard the dual system in their thoughts on long-term planning.

The secondary role of vocational training and particularly of the dual system is reflected in the financing of the different streams, and especially in the relatively small sums allotted to establishing new group training workshops.

Expenditure on senior secondary education is to pass from 13.8% in 1970 to 13.0% in 1985, and for higher education from 24% to 28%, while the share of vocational schools providing part-time related instruction (Berufsschule) will fall from 4.9% in 1970 to 2.7% in 1985.

Dual system, structure of employment and skills

In the countries where the dual system prevails, the number of trainees increased considerably between 1950 and 1970. To determine whether this tendency will continue in the coming years and what will be the repercussions of the influx of new skilled workers onto the employment market, it must be studied in relation to demographic trends and the composition of the working population. Allowing for the prolongation of general education, the male population of working age (19-65) should grow by 10% during the period under consideration, and the female labour force (19-60) by 2%. Between now and 1985, the economically active population aged 19 to 29 years will increase by 1 million. By 1980, skilled workers trained in the dual system will represent 60 to 65% of the working population, compared with 35-40% in the 1960s. It would seem that these developments in the structure of the population, by level of training, were not considered during the discussions on the over-all plan, which anticipates precisely for these age brackets a reduction of training in the undertaking. This anomaly is a threat to stable economic and social development.

[Comparative study of the development of the dual systems in the German Democratic Republic, the German Federal Republic and Switzerland.]

In referring to this abstract please quote N° B 57217	Trainee Young	Sector -	ISCO -	CIRF 2	Country British Commonwealth

Author: -

Title: Commonwealth Youth Ministers' Meeting: Report

Bibliographical references: Lusaka, Commonwealth Secretariat, 1973: Vol. 1, Report of proceedings, 89 p., Vol. 2, Statements by heads of delegations and country papers, 107 p.

Translation

Subject analysis

Report on a meeting held to discuss youth matters: proceedings; working papers; country papers; recommendations. [This abstract deals only with the main recommendations.]

Contents analysis

The Commonwealth Youth Ministers' Meeting was held in Lusaka (Zambia) from 29 January to 3 February 1973. The Meeting reviewed the issues affecting youth in Commonwealth countries and explored proposals for a programme of Commonwealth co-operation.

Despite the variations among member countries in terms of size, social structure and degree of economic development, the Commonwealth Youth Ministers felt that sufficient common ground existed to justify co-operative action with regard to youth problems. They also accepted the principle that provision for youth should form an integral part of national development plans.

After reviewing the situation in their own countries and explaining the measures which are currently being taken with regard to the socialisation, education, training and employment of young people, six specific projects were approved for future action.

1. Commonwealth youth service awards. This programme would recognise and foster contributions made by young people to national development. The awards would be given not only to individuals but also to teams of young people. A Commonwealth panel would select for a Commonwealth Award from the large number of activities given national recognition. The awards would carry with them the possibility of team members being invited to travel to another Commonwealth country to discuss and demonstrate their project and to work with young people of the host country.

2. Commonwealth centres for advanced studies in youth work. The Meeting endorsed the setting up of three such centres, one in Africa, one in the Caribbean and one in Asia. These should preferably be based on existing national training centres. Students would mainly be recruited from Commonwealth countries in that region. They should not be limited to those countries, however, because of the need for a wider exchange of ideas and practices.

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3. Commonwealth scheme for applied research in social, economic and cultural development with particular reference to youth. Research workers in this field would be assisted to come together for interchange of experience and critical discussion of their work, and for some measure of co-ordination of activities in applied research.

4. Bursaries for youth personnel. This programme would enable youth workers in key positions to attend appropriate courses of training, in particular at the regional centres.

5. Study fellowships for youth personnel. Selected individuals involved in youth work would receive assistance to visit other Commonwealth countries so as to obtain first-hand knowledge and experience of innovations and developments.

6. Youth affairs information service. High priority was given to extending the information function of the Commonwealth Secretariat to include youth affairs. It should not only assemble, index, collate and abstract relevant information, but should disseminate this information wherever it might be of interest and use. It should also seek information from primary sources not available through any other information service.

With a view to ensuring appropriate follow-up action, the Meeting agreed to the setting-up of a Continuation Committee to elaborate and implement the proposals made. A Committee of Management would take over eventually from the Continuation Committee.

A Commonwealth Youth Affairs Council is to be set up to advise on general policy, review programmes and recommend lines of action.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 57010	-	-	-	2	Argentina 82

Author: -

Title: Interacción entre el estado, las empresas y el movimento sindical en la formación profesional

Bibliographical references: Montevideo (Uruguay), CINTERFOR, 1973: Informes No. 51, 177 p.

Translation: Collaboration of the State, the undertaking and the trade union movement in vocational training

Subject analysis: Report on a seminar on the aims and organisation of a system of vocational training in which the State, the undertakings and the trade unions collaborate: work of the seminar; conclusions and recommendations; annexes (working documents).

Contents analysis:

A seminar on vocational training in industry (collaboration of the State, the undertaking and the trade union movement) was held at Buenos Aires under the auspices of the Ministries of Labour and Education of the Republic of Argentina. The Ministries were represented by the National Council for Technical Education (Consejo Nacional de Educación Técnica – CONET) with the co-operation of the Inter-American Centre for Documentation and Research on Vocational Training (Centro Interamericano de Investigación y Documentación sobre Formación Profesional — CINTERFOR), Argentine employers' and workers' organisations, and with the participation of trade unions and vocational training centres from four other Latin American countries (Brazil, Chile, Colombia, Venezuela). The seminar was convened on two working hypotheses:

(1) the manifest need throughout Latin America to strengthen the qualifications of workers and the recognition of this need by leading groups;

(2) the need to mobilise for the purpose and to co-ordinate all the resources of the State, of undertakings and of workers.

The seminar should be seen as providing an opportunity for drawing conclusions and making recommendations on:

(a) the characteristics of vocational training in the diverse undertakings of the country and evaluating their needs as regards training programmes;

(b) the part to be played by workers in formulating training schemes in the undertaking and collective agreements containing clauses on vocational training;

(c) means of strengthening collaboration between large firms with well established training programmes and the smaller firms;

(d) drawing up a comprehensive system of training for the industrial sector, emphasising particularly the modes of co-operation between State, undertaking and trade union.

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Conclusions

1. Every worker has a right to vocational training. The State, the undertaking and the unions must respect that right without distinction of any kind.

2. Since vocational training should fill a support role for national, social and economic development plans, it should respond to the needs of the undertakings as well as the aspirations of the workers. The representatives of each of the three partners (State-employers-employees) should participate fully in the formulation of training programmes and in decisions on priorities.

3. Vocational training should be a continuing process and for that reason requires solid social, cultural, scientific and technical foundations.

4. It is the State's responsibility to create — or promote the creation of — an effective national vocational training system, and arrange for its finance.

Recommendations

1. For these principles to be applied in Argentina, various requirements must be fulfilled:

- the representatives of the State, the undertakings and the workers must participate in the formulation and implementation of national vocational training policy;
- a national system of vocational training must be created, with CONET as its co-ordinating organ;
- provisions covering vocational training must be included in collective agreements;
- tripartite working parties (comprising representatives of the State, undertakings and the workers) must be formed to work out proposals for: (1) a national vocational training law, and (2) a more adequate system of assessing the need for vocational training, including retraining.

2. The proposed law should cover: relations between vocational training and the general education system so as to facilitate passage from the one to the other; finance; creation of sufficiently flexible institutions to adapt to necessary change; use of appropriate means to ensure that training will respond to the needs of undertakings, young people, workers wanting retraining for new skills, the unemployed, women, and handicapped persons requiring rehabilitation.

referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
B 56943-1	Young	Education 931	-	2	Germany (Fed. Rep.) 430.2

Author:
Title:
Bibliographical references:

EVERS, C.-H.
Gesamtschule - Reformanspruch von unten und Reglementierung von oben
Berufliche Bildung, Düsseldorf, No. 7-8, July-Aug. 1973, Die Gesamtschule, p. 130-134.

Translation

The comprehensive school — a reform demanded from below or, a system imposed from above

Subject analysis

Article showing that the introduction of the comprehensive school cannot achieve equality of opportunity if not complemented by other reforms.

Contents analysis

The comprehensive school (Gesamtschule) movement [cf. abstract Nos. 1/B 31292, Vol. 9 and 4/B 46608, Vol. 11] is passing through a difficult time. The effects of rules imposed from above are more and more in evidence. Its critics proclaim the contradictions of the comprehensive school but pass in silence over those of the conventional school. The supporters of the comprehensive school are aware of the contradictions: between the principle of equal opportunity and the need for selection; between education aimed at developing community spirit and a competitive society; between the socialisation attempted inside the school and outside. To these internal contradictions must be added external constraints — finance, evaluation criteria related to efficiency, etc. Everything in the aims of the comprehensive school which goes beyond the bare need to maintain social institutions encounters immense difficulties.

All the partisans of the comprehensive school must abandon their illusions about the possibility of reforming education in a vacuum. Results of research on the comprehensive school show that the substitution of differentiation by educational level for the traditional separation of education into three categories of school has had no effect on the class system.

The reform will have very limited success if it is not complemented by various other reforms, especially by a change in the system of university admission. Another stumbling block is finance. It is useless to give priority to education in long-term plans if the necessary means are not provided.

[See also abstract No. 4/B 56943-2, Vol. 12.]

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In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 56585	-	Education 931	-	2	Bangladesh 549.

Author: ALAMGIR, M.

Title: A long-term dynamic model for planning the manpower and educational systems of Bangladesh

Bibliographical references: Dacca, Bangladesh Institute of Development Economics, March 1973: New series, No. 9, 200 p. (mimeo.).

Translation

Subject analysis: Research report describing an economic model for planning the educational system: current educational system; description of model; empirical data; findings; major conclusions; statistics; bibliography. [This abstract deals only with the main conclusions.]

Contents analysis

This model is related to the economic development of Bangladesh over a planning period of 20 years (1965-1985). This period is divided into 4 periods each of 5 years' duration. The main questions considered were: How should resources be allocated over time and what is the influence of social time preference? What are the comparative economic advantages of different assumptions? How will the structure and the distribution of the labour force vary during the planning period? What is the optimal educational content of the labour force and how does it affect educational enrolment patterns? How will educational development be affected if dropout rates are reduced?

While past models have tended to emphasise the efficient utilisation of capital and foreign exchange, the present model emphasises the effects of skill shortages on economic growth. The interaction between economic development and the educational system is examined, the latter deriving importance from the fact that it provides inputs into various types of skill categories.

The basic constraints within the education system are of two types: flow constraints and stock constraints. The first refer to the distribution of graduates and dropouts from various educational levels into different activities within the education system or in the economic sector. Stock constraints are essentially capacity constraints — the availability of teachers, buildings and equipment, etc. Finally, there are other constraints which arise out of socio-political and structural considerations (balance of payments, public and private investment, flow of foreign funds, etc.).

The basic significance of the model lies in pointing out the fallacy of treating labour as a homogeneous factor of production. Previous planning models have treated unemployment and underemployment of certain skills to be an indication of a surplus labour economy with a zero opportunity

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cost of labour. A further assumption has been that the process of skill formation lies outside the economic system. Thus, it was not clear how the demand for skills would transmit itself to the educational system.

The model shows that various types of skill emerge as relatively scarce factors of production. In the last two planning periods there is a shortage of lower level skills (farm workers, manual and clerical workers) and a scarcity of higher level skills (managers and technicians) create bottlenecks in all periods. Thus any planning exercise which assumes that the opportunity cost of all types of skill is zero is likely to be misleading.

In general, a rise in the availability of foreign funds is accompanied by a greater demand for various types of skill and increased educational activity. However, beyond a certain point, given the values of the basic parameters (e.g. dropout rates, related productivity coefficients) the structure of education becomes a bottleneck and any further change in the educational composition of the labour force becomes difficult.

An important finding has been to show that the dropout rate can be a decisive parameter in educational planning. Emphasis is shifted from fixed investment to investment in providing facilities to reduce the number of dropouts. A reduction in the dropout rate leads to reduction in educational waste. Thus, a substantial part of the demand for pre-university level graduates can be met either by reducing the dropout rate or by increasing enrolment or by a combination of both.

A more important finding is that it is possible to reduce the relative scarcity of all skills by reducing the dropout rate at different educational levels. At this point, foreign exchange becomes the dominant constraint to economic growth.

In referring to this abstract please quote N° B 56477-2	Trainee	Sector	ISCO	CIRF	Country
	Adult	-	-	2	France 44

Author: DUBOIS, J.

Title: Motiver les travailleurs à la formation

Bibliographical references: Droit social, Paris, No. 9-10, numéro spécial: la formation professionnelle continue, Sept.-Oct. 1973, p. 67-72.

Translation: Motivating workers for training

Subject analysis: Article analysing the reasons for the disappointing results of lifelong education and training: attitudes of management, trade unions and training staff; need to awaken workers' interest for training, and means of doing so.

Contents analysis

The application of the law of 1971 on lifelong education and training [cf. abstract No. 1/L 126, Vol. 10] has not so far yielded the hoped-for results. Responsibility for this failure is shared by management, unions and training staff.

Management tends to devote the bulk of the training budget to training in the undertaking which is mainly for the benefit of supervisory grades. In terms of systems analysis, training enables management to adapt the personal and social sub-systems to the technical and organisational sub-systems. Training is thus used by management as an instrument for regulating the system as a whole. Used in this fashion, it ignores the aspirations of individuals, except to the extent that these may coincide with the firm's interests.

The unions, in their determination to take training out of the control of the employers, tend to champion training which is given outside the undertaking. All chance of changing the situation within the undertaking therefore escapes them. Such an attitude has a negative effect on workers' motivation towards training. If they are to be interested, the starting point must be their personal aspirations. This implies adapting the technical and organisational sub-systems to the individual and social sub-systems.

Methods

Such being the case, teaching methods must be drastically changed. It becomes no longer a question, as it is now, of training staff being required to impart a body of skills and knowledge in accordance with training needs determined by a survey. The main object of training must be to change a given situation.

The first step towards reform must therefore be for the workers to analyse the actual situation in which they find themselves. They will only

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be truly motivated when they are convinced that training can help to change that situation. Such an approach will encounter opposition or at best a negative response from management, unions and instructors alike, all of whom would very often prefer to keep in operation an inefficient training system which does not call in question their respective roles.

The unions could have a decisive part to play in the introduction of a new type of training, but they will require a measure of control over training at the place of work. In other words, they should participate in decision-making in the undertaking.

Any real solution depends on negotiation between unions and management as the effectiveness of training depends on workers' motivation. The hope of increased control over their work environment is the only valid motivation for workers.

In referring to this abstract please quote N° B 56274	Trainee Handicapped	Sector -	ISCO -	CIRF 2	Country United States of America 73

Author: AZZI, C.F.

Title: Equity and efficiency effects from manpower programmes

Bibliographical references: Lexington, Toronto, London, D.C. Heath and Co., 1973, 97 p.

Translation:

Subject analysis

Book on research carried out to assess the effectiveness of government-sponsored training programmes for the disadvantaged: influence of market forces; design of manpower programmes; two case studies; conclusions and policy recommendations.

Contents analysis

A survey has been carried out to investigate the influence of government training subsidies on the recruitment patterns of two large undertakings – a shipbuilder and an electronics components manufacturer. Both were running government-supported manpower training programmes for disadvantaged workers parallel to their own training programmes for new and established workers.

Manpower programmes are intended to increase the number of employment and training opportunities available to definable subgroups of the population. They do this by subsidising, either directly or indirectly, firms prepared to hire such persons. The purpose of the study was to determine whether such government-supported training programmes had in fact altered employers' hiring and promotion practices in favour of the disadvantaged.

The impact of manpower programmes on hiring decisions was determined by identifying comparison groups hired without subsidies into the same jobs as trainees. The socio-economic variables used to compare the subsidised and non-subsidised groups were those listed on the application forms in the personnel files. The inference was that if the government-sponsored trainees were found to be socio-economically identical to normal recruits, then there would be strong evidence that the subsidy programmes had not created new job opportunities for the disadvantaged.

Recruitment practices in the two undertakings differed. The skills used in the shipbuilding plant were typical of those demanded by the construction industry. Job applicants generally had experience in the required skills. The company producing electronic components for computers relied on a labour force which had no previous knowledge of the skills required. As a result, the electronics components manufacturer viewed training as one of its normal business activities in contrast to the shipbuilder's attitude that training of unskilled people was a burden created by the scarcity of skilled applicants.

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Apart from assessing changes in recruitment practices the survey also evaluated the impact of the programmes on job performance as measured by absenteeism, turnover and productivity. Furthermore, the study as a whole was presented against the background of an analysis of principles and practices applied in industrial personnel management with special reference to hiring and training new workers.

Results obtained in the two case studies suggested that government-supported manpower programmes did not significantly change the two firms' hiring and training practices in an employment market characterised by a shortage of qualified workers. Neither did the programmes reduce the incidence of unemployment or low wage jobs within the target population. The government-sponsored manpower programmes consequently worked out as a subsidy to the undertakings paid out of taxpayers' money rather than as an effective tool in the implementation of social policy.

The fundamental problem with selection of manpower programmes has been inadequate information. Administrators of these programmes have not known enough about the hiring, training and promotion activities that firms would undertake without subsidies. Neither have they known anything about the job performance of subsidised compared to non-subsidised workers. Clearly a change in the procedures for designing and granting manpower contracts would be desirable.

[Cf. also abstract Nos. 2/B 43862, 2/B 47688, Vol. 11, 2/B 49820 and 2/B 52060, Vol. 12.]

In referring to this abstract please quote N° B 58042	Trainee Young	Sector Education 931	ISCO -	CIRF 3	Country United Kingdom 42

Author:
Title:
Bibliographical references:

Department of Education and Science
Careers education in secondary schools
London, Her Majesty's Stationery Office, 1973, 87 p. Price: £0.68p.

Translation

Subject analysis

Report on a survey carried out to assess the effectiveness of careers education in secondary schools in England and Wales: sample; policy and practice; staffing and organisation; material resources; relations between schools and outside sources; implications; statistical appendices.

Contents analysis

"Careers education" can be defined as that element in the programme of a secondary school explicitly concerned with "preparation for adult life". In 1971 and 1972 a survey was carried out by the Government Inspectorate to evaluate the effectiveness of such programmes in secondary schools in England and Wales. In carrying out the survey particular attention was paid to educational and vocational guidance.

The survey comprised two phases. In the first, 1,155 questionnaires were sent to individual schools in both rural and urban areas. For the second phase, visits were made to approximately 100 schools chosen from among the questionnaire sample by school inspectors. The schools to be visited were chosen with a view to ensuring that the sample was representative of all types of secondary level school, e.g. technical, comprehensive, mixed and single-sex establishments. The general implications of the findings are outlined below.

1. The concept of careers education as that element in the school programme more especially concerned with preparation for living and working in the adult world, is not at present generally accepted or put into practice except by a minority of schools.

2. The most effective expression of any school's philosophy of education is its curriculum. Its content is indicative of the relative importance attached to its diverse component subjects. On the whole, comparatively little attention was paid to the occupational relevance of school courses, and this may be due to the reluctance of schools to appear to interpret their curriculum in any narrowly vocational sense.

3. Channels of communication between all concerned, including parents, need to be clearly understood, kept open and methodically used. The importance of discussion with both pupils and parents was appreciated by the majority of schools (72%) although there was evidence of a lack of systematic consultation between form teachers, subject teachers, counsellors and parents.

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. Of 87 schools visited, less than half showed widespread evidence that all he essential information about pupils is systematically collected and stored or use at the proper time.

. Effective careers education is often handicapped by serious lack of time or both teachers and pupils. Although the time available for such activities s influenced by manpower resources, it depends fundamentally on the attiude of the head teacher. The process of discussion and occupational exploration should begin with the pupil when he is about 13 years old.

. Careers work is most effectively undertaken by a team of teachers, at east one of whom has a major responsibility for careers education. There re encouraging signs of the development of team work in careers education. Of the 87 schools visited, 56 involved members of staff other than the esignated careers' teacher in educational and vocational guidance; and 9 of hese 56 schools had strong and effective teams.

. Throughout their school lives pupils need a point of reference in times of ifficulty. This is particularly true with reference to decisions about future areers. There is a pressing need for in-service teacher training which mphasises the advisory role of teaching staff.

. The operation of a realistic and effective programme of careers educaion depends in some measure on the provision of space specifically alloated for it and on other material facilities. The survey suggested grave nadequacy in the basic provision of accommodation (rooms for individual nd group discussions; reference room, etc.). No less than 46% of chools with over 800 pupils stated that they had no room designated for areers work.

. Co-operation between careers officers and teachers is essential to help oung people in a choice of an occupation. Of the 87 schools visited, only 4 provided clear evidence that careers' officers and teaching staff had stablished an effective partnership.

0. Inadequate relationships between schools and institutions of further and igher education was apparent from the survey and from impressions drawn rom school visits. In view of the increasing complexity of available ourses, schools need to create more positive means of guidance for their inal-year pupils. This is also true with regard to contacts with the world f employment which vary widely from school to school.

referring to this tract please quote	Trainee	Sector	ISCO	CIRF	Country
B 56964	-	-	-	3	International

thor:
tle:
bliographical ferences:

PARKYN, G.W.
Towards a conceptual model of lifelong education
Paris, UNESCO, 1973: Educational studies and documents, No. 12, 54 p.

anslation

bject analysis

Study delineating the broad form of an educational model on the concept of lifelong education: (1) sociological and psychological foundations of lifelong education; (2) specification for a generalised model of lifelong education; (3) a model and its application. [This abstract deals with the third part.]

ntents analysis

[This study is the first in a series which will deal with the principles of lifelong education.] The proposed conceptual model of lifelong education gives a general picture of the main elements of an educational system and their relationships. Its application will vary from country to country. It may serve as a guide when formulating detailed plans. It meets a pressing need, above all in developing countries where the educational systems are inappropriate, reflecting European systems of the 19th century.

Main elements of the system

1. Infant-care centres: for children below school age.

2. Primary education centres, for children aged 6 to 15. The period is normally divided into two cycles, but different countries will make different divisions to suit their conditions: (a) basic general education (5 years) whose purpose is to introduce the child to the universe of space and time in which he lives; (b) the cycle of transitional education (4 years) whose purpose is to continue the basic education and to prepare and guide the pupil for a choice of occupation.

3. Secondary education centres, for pupils aged 15 to 18. An essential feature of these centres is that they include an element of training on the job. Instruction should preferably be multi-purpose. The first year is devoted to orientation studies and observation related to the occupation provisionally chosen in the transitional cycle. When the pupil has chosen a definite occupation he should progressively follow an apprenticeship in an undertaking. The division of time between school and undertaking may vary according to the occupation but training in the undertaking should not exceed two days a week.

4. Centres of tertiary education: access to these institutions for advanced education and training is generally by selection. The instruction

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combines theoretical courses and on-the-job training in the appropriate occupational field.

5. Centres for adult education: to provide (a) further training for persons whose studies have not gone beyond the secondary stage; (b) primary and secondary education for those who have not had access to it. Specialised departments should be provided, with teachers trained to work with adults.

Administrative structure

General principles: central policy making of a general nature, central financing, centralised evaluation and supervision of local facilities; details of the policy determined at local level, as also the organisation of education services; vertical and horizontal co-ordination to ensure effective use of resources for lifelong education; community participation in its organisation and supervision.

The principal organs would be:

- a national board of education, representing all major educational sectors of the community, responsible for drawing up the general lines of national policy and the education budget, and having a permanent secretariat for carrying out supervisory, evaluation and advisory functions;
- national advisory committees, to make detailed policy recommendations to the national board on specific points (examinations, diplomas, etc.);
- local boards, nominated by the elected local authority; they would be responsible for the provision, maintenance and operation of the educational system and the co-ordination of the activities of formal and non-formal educational establishments.

[Comparison of the model with the educational system introduced in Peru by the 1972 reforms — see abstract Nos. 1/L 160-1 and 1/L 160-2, Vol. 11 — and steps which could be taken to reduce the divergences.]

referring to this tract please quote B 55267	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	3	Latin America

uthor:

tle:

bliographical ferences:

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La formación de ingenieros y la industria en América latina Montevideo (Uruguay), Oficina de Ciencias de la UNESCO para América latina, 1973, 254 p.

anslation

The role of industry in the training of engineers in Latin America

bject analysis

Report on a seminar on co-operation between industry and training institutes for senior technical staff: present position; national policies for technological development and their repercussions on training and personnel; conclusions and recommendations; national reports; case studies.

ontents analysis

A Latin American seminar on co-operation for training purposes between the institutions for the training of engineers and assimilated personnel in industry (Seminario latinamericano sobre cooperación entre instituciones de enseñanza y la industria en la formación de ingenieros) was held at Córdoba, Argentina, from 6 to 12 May 1973. Convened in the context of a long-term UNESCO programme, it brought together directors of teaching institutions and high level officials of government bodies responsible for industrial planning and development in 17 countries of the region, together with numerous observers and UNESCO experts stationed in Latin America. The seminar reviewed the present position and set itself to work out a policy for improving co-operation between industry and teaching institutions.

Observations

In Latin America there is a marked absence of co-operation between senior secondary and higher education institutions and industry with respect to scientific and technical training. This stems largely from the region's too heavy dependence, both economic and cultural, on foreign technology, as well as industry's mistrust of the university system and lack of scientific and technical tradition.

Everybody concerned, however, recognises the value of practical training for students and other young people in training centres and institutions; hence periods of practical experience organised for them in industry have burgeoned and their pedagogical quality has improved. Industry co-operates in promotion of courses of lifelong or continuing education for higher technicians and engineers, and participates directly in the scientific and technical planning of teaching institutions, through persons teaching and doing research in the institutions while holding positions in industry. Very few institutes conduct industry-based research or act as consultants to industry: on the whole, the undertakings do not recognise the contribution the institutes could make in this respect. Such

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co-operation between industry and the institutes as exists is mainly at the level of national councils for science and technology.

Main recommendations

1. Industry's responsibility. Industry should:

- collaborate with the educational institutions on a permanent programme of practical vocational studies;
- invite the administrative councils of teaching institutions to join in formulating policies for research, the planning of special courses, lifelong education and training programmes and higher engineering courses;
- contribute to the financing of research, phase out the employment of foreign engineers and plan their replacement by nationals, and accept staff drawn from the universities.

2. The institutes' responsibility. Educational institutions should:

- devise structures sufficiently flexible to take account of the multi-disciplinary character of most of the problems in developing regions;
- see that their students take part in applied technological research, which should be an essential part of their training;
- give appropriate publicity to the research possibilities they can offer;
- offer technical staff through joint action with industry, the State and the professional associations — opportunities for higher education and training through the organisation of sandwich courses;
- participate in the formulation of national technological development policy.

3. Government action. The Government should expedite the formulation of such policies by associating the work already being done by industry and educational institutions in this field with that of the national councils for science and technology. It should also encourage regional co-operation in Latin America, in order to stimulate technological specialisation appropriate to the different countries. Institutes of industrial research sponsored by the State should serve as a link between engineering schools and industry.

4. The professional associations. Finally, the professional associations should encourage contacts between industry, government and educational institutions, should join with them in the formulation of national technological development policy, and invite them, when appropriate, to collaborate with the competent international organisations.

n referring to this bstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° L 240	-	-	-	4	Gabon 672.1

Author: -

Title: Ordonnance no. 8/73, portant création d'une Agence nationale de formation et du perfectionnement professionnels

Bibliographical references: Journal Officiel de la République gabonaise, Libreville, Vol. 15, No. 3/5, 1-15 Feb. 1973, p. 76-77.

Translation: Ordinance No. 8/73 setting up a National Agency for Initial and Further Vocational Training

Subject analysis: Ordinance providing for the creation of a vocational training agency; role; formation and composition of its Board of Directors; finance.

Contents analysis

Ordinance No. 8/73 of 27 January 1973 established a National Agency for Initial and Further Vocational Training (Agence nationale de formation et de perfectionnement professionnels — ANFPP) under the direction of the Minister of Labour and Social Insurance, with legal status and financial autonomy. The Agency is responsible for the formulation, planning, implementation and supervision of public vocational training activities, including further training, throughout Gabon.

The Agency is administered by a Board of Directors comprising 12 titular and 12 deputy members appointed by presidential decree: 4 members representing public service, nominated by the Ministry of Labour and Social Insurance and serving ex officio, 4 workers' members nominated by the Gabon Federation of Labour (Fédération syndicale gabonaise – FSG), and 4 employers' members nominated by the Gabon Economic and Social Inter-occupational Union (Union interprofessionnelle économique et sociale du Gabon — UNIGABON).

The worker and employer members serve for a two-year term of office, which is renewable.

The chairman of the Board of Directors is selected and appointed by presidential decree from among the Government members on the recommendation of the Minister of Labour and Social Services. The vice-presidency is reserved for the worker and employer representatives.

Members of the Board of Directors are not remunerated for their services but they may be indemnified for loss of earnings.

The resources of the ANFPP comprise:

(a) the revenue from a vocational training levy paid by all enterprises in Gabon;

(b) fees paid by public, semi-public and private enterprises for services rendered by ANFPP;

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(c) state subsidies;

(d) any gifts and legacies, miscellaneous income derived from the management of the Agency's resources;

(e) financial and technical assistance from international organisations and foreign states.

The rules and operational structure of the Agency are to be laid down by presidential decree on the recommendation of the Minister of Labour and Social Insurance.

The Agency has its headquarters at Libreville. Vocational training centres (including centres providing further training) are to be established and developed wherever a need for training is revealed.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 60005	-	Education 931	-	4	United States of America 73

Author: RYAN, Antoinette

Title: A systems approach to career education

Bibliographical references: The Vocational Guidance Quarterly, Washington, D.C., Vol. 22, No. 3, March 1974, p. 172-179.

Translation

Subject analysis

Article on a systems approach to career education: basic principles and techniques; description of a generalised model.

Contents analysis

A systems approach involves a sequence of operational steps to increase efficiency and improve effectiveness of an organisation. The techniques used in any systems approach are: analysis, synthesis, simulation and model building.

Career education [cf. abstract No. 1/B 49304, Vol. 11] is the process of purposefully equipping individuals with knowledge, skills and attitudes to realise personally satisfying and socially productive roles. Six functions are necessary to produce and maintain a career education system.

1. Establishment of a conceptual framework. This must state the rationale and basic assumptions of the system. The rationale for career education derives from industrial, technological and scientific forces which have created a need for restructuring the educational process. This, in turn, involves basic assumptions about the rights of individuals and the nature of an effective educational system. These assumptions establish a frame of reference and prescribe the way in which the system should be organised. A conceptual framework must ensure (a) opportunities for experience covering career awareness, career exploration, skill development, placement and follow-up; (b) the integration of academic and vocational education and guidance; (c) the provision of individualised learning experience and participation in group learning and guidance activities; (d) cohesion throughout the whole education process; (e) the participation of school, home, community and work personnel in the planning process.

2. Processing information. There is a need for systematic acquisition, evaluation and storage of data about the community, staff, financing, facilities, hardware, software, programmes and learners.

3. Assessing needs. This is done by establishing an ideal career education programme and then comparing the ideal against the real life

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situation. The discrepancies constitute assessed needs. The ideal programme is constructed from the assumptions established in function 1 (F1), and the real life situation is described by analysing information gathered and stored in the exercise of function 2 (F2).

4. Formulation of a management plan. This involves specifying management goals and performance objectives and ways of achieving them. Goals are established by analysing the assumptions in the conceptual framework (F1) and translating them into performance objectives based on the assessed needs (F3) in a particular setting. Management goals for career education in relation to assumptions in (F1) would be: (a) develop self-understanding and the ability to make rational decisions; (b) develop inter-personal and human relationship skills; (c) develop citizenship skills; (d) develop understanding of careers and career development and develop producer and consumer skills; and (e) foster work oriented attitudes and values. The given parameters of the system and their constraints will also be taken into account (staffing, financing, facilities, etc.).

5. Implementing the programme. After identifying the target population by using the information stored in (F2), behavioural objectives and learning experiences must be defined to implement the major goals specified in the management plan. These must relate to the five stages of career education: career awareness, career exploration, skill development, placement and follow-up.

6. Evaluating the career education system. The final step is evaluation of input, output, process and outcomes. Evaluation is the most critical function in the system since its results are fed back to the information processing function and then are compared with assessed needs to determine the extent to which needs have been met. Evaluation is the basis for change in management plans or alteration of programme operation.

[Cf. abstract No. 4/B 60004, Vol. 12.]

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 60004	-	Education 931	-	4	United States of America 73

Author:
Title:
Bibliographical references:

MANNEBACH, A.J., STILWELL, W.E.
Installing career education: a systems approach
The Vocational Guidance Quarterly, Washington, D.C. Vol. 22, No. 3, March 1974, p. 180-188.

Translation

Subject analysis

Article on a general model for implementing career education based on a systems approach: description of the seven functions involved in the system.

Contents analysis

Career education [cf. abstract No. 1/B 49304, Vol. 11] has evolved in response to a demand for education which has more relevance to employment. A general model for implementing career education, based on three years research at the University of Kentucky, is based on a systems approach. Data for the system were collected from three sources: (a) interviews with local directors of career education projects; (b) a series of five State conferences on career education and (c) a two-day conference on the goals, objectives, policies and strategies needed for career education.

The general model described by the system can be used in a variety of programmes. The system has the following seven independent and interdependent functions.

1. Involve and orient key groups. First, there must be a stated Board of Education policy and administrative commitment to this policy including adequate physical and financial resources. Second, potential agents of change from the school and community must be identified. An advisory committee of interested persons should be organised. A primary function of the advisory committee is to ensure positive school-community commitment to career education.

2. Analyse educational systems. Data from parents, employers, workers and present and former students is collected so as to assess the extent to which the educational system is meeting the needs of the community. This is followed by an evaluation of the curriculum. The degree to which the curriculum relates to career awareness, exploration, and preparation for educational and occupational decisions is evaluated. At this point an inventory of the resources available to introduce career education is also drawn up.

3. Define goals. Goals are stated in terms of the final objective and in terms of the measures required to achieve this objective.

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4. Select/create career education programmes. The aim here is to adapt the most desirable elements of existing or experimental programmes which will attain the specified programme goals.

5. Prepare for introduction of the programme. This depends on mobilising key personnel such as school administrators, supervisors, counsellors, psychologists, social workers and representatives of teachers recognised as leaders within the school system. The teachers identified at this point will eventually provide in-service education to other teaching personnel.

6. Implementing the programme. Decisions from the previous five functions are implemented at this point. It is assumed that school teachers and administrators are the key personnel in successfully initiating and implementing a programme.

7. Evaluation. Programmes must be evaluated to determine the extent to which needs are being met, goals being reached and decisions realised. Further modifications can be made as necessary. Through evaluation and feed-back the system can be modified and improved until career education is an integral part of the total school system.

[Cf. abstract No.4/B 60005, Vol. 12.]

In referring to this abstract please quote	Trade	Sector	ISCO	CIRF	Country
N° B 58907	-	-	-	4	Poland 438 Germany (Dem. Rep.) 430.3

Author: -

Title: Umowa miedzy PRL i NRD w sprawie wspolpracy w dziedzinie ksztalcenia zawodowego

Bibliographical references: Szkola zawodowa, Warszawa, No. 2, Feb. 1974, p. 1-4.

Translation: Agreement between Poland and the German Democratic Republic (GDR) on collaboration in the field of vocational training

Subject analysis: Agreement concluded between Poland and the German Democratic Republic concerning collaboration in the field of vocational training: purpose and scope of the collaboration; types of action covered (exchanges of information, experience, personnel and trainees; research; joint activities).

Contents analysis

An agreement was concluded on 28.11.1973 at Warszawa (Warsaw) between the Ministry of Education of the People's Republic of Poland and the State Secretariat for Vocational Training of the German Democratic Republic, covering the period 1974-80. Its aim is to broaden the economic collaboration between the two countries, in step with scientific and technical progress, and to strengthen and extend collaboration in the different branches of vocational training.

The two countries will institute an exchange of information on research results and other data and will systematically promote collaboration on the following subjects:

- education of skilled workers in a socialist context;
- definition of the objectives and content of workers' vocational training;
- rationalisation of the teaching of occupational skills, both theory and practice;
- development of teaching aids and technical equipment for schools;
- initial and further training of skilled workers, supervisors and teachers in vocational schools;
- vocational orientation and guidance;
- planning, management and economics of vocational training;
- international comparisons.

This collaboration will take the following forms:

(1) systematic consultation and exchange of information and views between the Polish Ministry of Education and the German State Secretariat for Vocational Training, regarding the principles governing the development of vocational training in the two countries;

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(2) strengthening of working relations between management personnel, their deputies and their staff;

(3) exchange of delegations of officials responsible for vocational training, between the corresponding state and scientific organisations of the two countries, for the purpose of analysing and passing on their experience;

(4) constitution of temporary or permanent groups of experts in order to solve on a joint basis, problems emerging in the course of research;

(5) exchange of documentation and important data on vocational training, to facilitate their speedy utilisation;

(6) mutual information on participation in conferences organised in third countries and international conferences on vocational training matters; organisation of joint cultural programmes; participation in conferences organised by either of the two countries.

Within the terms of the agreement, arrangements have been made between the Vocational Training Institute of Warsaw and the Central Vocational Training Institute of the GDR, spanning the years 1973-75 and concerned primarily with: co-ordination of research, joint analysis of current scientific problems of vocational training, exchange of results of research, experience and information, exchanges of scientific workers.

In addition, the two countries have agreed to co-ordinate their activities in appropriate international organisations, particularly UNESCO and the ILO, and to exchange experience of technical assistance provided by either country to developing countries.

The two countries will organise exchanges of trainees between their respective training centres, in the different industrial branches, and will promote contact between the centres. They will encourage collaboration between the institutions for training engineer-instructors in the German Democratic Republic and in Poland, as well as exchanges of students, teachers and management personnel. They will also establish and strengthen the contacts and collaboration between the regional centres ("Bezinkskabinette") for further training of teachers in vocational schools in the German Democratic Republic and the corresponding institutions in Poland.

The results of this collaboration will be evaluated annually and a work plan laid down for the following year.

referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
B 58748	-	-	-	4	Italy 45

Author:	-
Title:	Problemi di impiego e di formazione in una Regione in via di sviluppo derivanti della creazione di aziende
Bibliographical references:	Orizzonti professionali, Palermo, Vol. 13, No. 6, Nov.-Dec. 1973, p. 11-15.
Translation	Problems of employment and vocational training in a developing area caused by the introduction of industry
Subject analysis	Article on employment problems in Southern Italy and on experiments to resolve them: introduction of a training system adapted to needs; means of changing the mental attitudes of the population; links between undertakings and the educational and technical institutions.

Contents analysis

In regions where industry has only recently been introduced, employment and training problems take on a special aspect. In Southern Italy, it has been recognised that the basic problem is essentially one of employment and that it is a question of promoting, by all available means, the employment of persons living in the area. The transfer of personnel from enterprises in the north had therefore to be restricted to the absolute minimum, while at the same time giving every possible facility to encourage the return of Southern Italy workers who had acquired occupational qualifications in the north which were needed in similar enterprises being set up in the south.

This initial nucleus of skilled workers was expanded when the first group of workers was recruited locally to follow courses organised in the region, with practical instruction being given abroad or elsewhere in Italy. Great importance was attached to this first group in view of the role its members would play in training workers recruited at a later date and every effort was made to provide the training facilities that it required.

At the subsequent stage of recruitment, certain problems had to be taken into account (economic, demographic, etc.), while at the same time measures had to be taken to prevent trained workers from being enticed away by other undertakings offering more favourable conditions. In addition, steps were taken to establish an effective link between vocational training and the placement services. To this end, only properly trained workers were referred for employment (which is not always the practice in Italy).

The aptitudes required for employment or admission to the training courses were decided on the basis of tests related to the level of instruction and to psycho-physical examinations.

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Skilled workers were trained initially in training centres and then on the job, either in other undertakings or abroad when the trainee's own workplace was under construction. This first training stage was supplemented by instruction given during working hours, mainly within the undertaking, in order to ensure the updating, specialisation or the advancement of the workforce.

The most distinctive feature of training action in Southern Italy, however, is the organisation of 3-month preparatory courses for the benefit of ordinary workmen who normally would be denied all training opportunities. These courses enable trainees, who generally have a low standard of education, to acquire the basic theoretical and practical skills and knowledge required to follow the regular courses and thus to be drawn into the orbit of continuing training. More than 20,000 persons have taken these preparatory courses, thereby overcoming the most difficult aspect of training in which centuries of social evolution have to be bypassed in a very short time. Almost overnight trainees have to pass from an outmoded but familiar world into an industrial system which has not yet become their accepted environment. Suitable means are adopted to make them aware of these changes, to feel that they are the subjects not the objects of the evolutionary process and to make sure that they do not reject it out of hand.

Lower and middle level supervisors and administrative staff did not require any special training effort before employment. After a period of training in the undertaking, they had opportunities to participate in numerous courses and seminars within or outside the undertaking, to follow short courses and other further training within the undertaking or abroad, according to their duties.

As a general rule, all newly certificated school leavers going into this type of work have been enrolled in preparatory courses. Once employed, they have been required to take part in various practical training activities and to follow fairly long training courses (up to 36 months).

Conclusion

Liaison between the undertakings, educational and technical institutions and the vocational training centres has raised the level of basic education in certain areas. Several universities (e.g. Bari, Naples) have carried out applied research and helped to prepare students for a career in industry.

A dialogue is being developed between the undertakings and the training centres with a view to defining the role of the latter, revising traditional systems of training and working towards "made-to-measure" training. Industrial development is providing the opportunity to promote a coherent manpower policy.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 58746	-	Education 931	-	4	Botswana 687.85

Author: VAN RENSBURG, P.

Title: Report from Swaneng Hill: education and employment in an African country

Bibliographical references: Stockholm, The Dag Hammarskjold Foundation, 1974, 235 p.

Translation

Subject analysis

Report describing an attempt to pioneer a programme of secondary education appropriate to an emerging African country.

Contents analysis

[This book describes the personal initiative taken by the author and his wife in starting a secondary school in Serowe, Botswana. Neither had previous teaching experience nor had they worked in a developing country. The content and purpose of the education given were developed in relation to the needs of the people among whom they were working.]

Swaneng Hill school was built by volunteer labour in 1962 on land donated by the tribal authorities. It opened in 1963 with 28 pupils. Policies immediately started evolving in relation to necessity: student participation in building school facilities was a direct response to lack of funds; vocational training was introduced because of the large number of primary-school leavers appealing for admission; community involvement stemmed from an informal talk to villagers about how they might form a consumers' co-operative.

As the school developed, policies became increasingly dictated by the following aims. How to inculcate a commitment to social justice among the educated minority and how to equip them with the knowledge and skills needed for development? How to make secondary education less costly, less exclusive and available to greater numbers of people? How to make the school a focal point for development in the community?

Means of achieving these aims through the life and activities of the school and through its curriculum were constantly being sought. One of the most controversial steps taken by the school was the introduction of a course in development studies. The course had seven sections: (1) economic analysis dealing with production, consumption and investment, specialisation, employment and labour, the allocation of resources, capital accumulation and population growth; (2) pre-industrial history; (3) analysis of scientific progress; (4) politics; (5) industrialisation; (6) social and cultural change related to economic development and industrialisation; (7) the national scene. Productive work, voluntary work

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and work in the community gave the course life and meaning and also provided aids to teaching it. The assumption was that once basic economic concepts have been assimilated, students have the essential tools for examining and participating in the development process.

Another innovation was the setting up of Brigades. Primarily a response to the pressures of young people rejected by the school, the Brigades have developed into the only way of providing some kind of further education and training for the mast majority of school leavers who have no chance of going on to secondary school. The provision of such training, which covers its own costs through productive work, breaks through one of the major barriers to expanding educational opportunities. Evidence so far has shown that cost-covering training in technical skills is possible and that reasonable levels of skills can be transmitted in this way.

The establishment of the Brigades was a by-product of an educational experiment. The question now arises as to whether a "master plan" for Brigade expansion and development ought to be drawn up, or whether some of the lessons learnt from the Brigades could not be applied to the educational system as a whole. Two approaches can be envisaged: (1) development of cost-covering schools which prepare most pupils for self-employment in production co-operatives; (2) the establishment of production co-operatives which would then finance an academic centre for worker members.

Obviously, widespread repetition of the Brigades experiment through cost-covering training programmes will ultimately depend on how far they are practically applicable by a variety of different people in different places. There is no doubt, however, that new approaches need to be pioneered. Totally self-reliant and cost-covering schools would aim to achieve academic excellence and high standards of skill alongside social commitment. They would fit well into a programme of universal education and training through productive work. Perhaps in this way the school could become the focal point for development.

ract please quote					
B 58479	-	-	-	4	Poland 438

thor:
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liographical
erences:

ŁUBKOWSKI, M.
Informatory wydziałów z atrudnienia
Szkoła zawodowa, Warszawa, No. 12, Dec. 1973, p. 13-16.

anslation

Information material issued by the employment branches

bject analysis

Article on information published by regional employment branches to enable manpower demands to be met and vocational guidance to be provided in the schools.

ntents analysis

Returns are published annually in each region by the employment branch of the presidium of the People's Council. They contain: a list of the occupations taught in the vocational schools of the region; estimated number of young persons who will be finishing their training in the vocational schools, or completing studies in general secondary schools, at the end of the current school year; a list of the enterprises having priority in terms of the regional economy; a list of the occupations suffering from manpower shortages. Most of the returns also contain a list of jobs which, allowing for technical progress, must be filled by students from vocational secondary schools.

Use of the returns

- Enterprises and schools in the region receive the returns by 31 January each year at the latest.
- Enterprises, and in the first place those on the priority list, then have till 15 March to submit to the employment branch their proposals for offering contracts to vocational school final year students who are training for occupations in which there is a manpower shortage. The enterprises must indicate (a) their responsible authority, and (b) the proposed pay and working conditions, both on recruitment and subsequently.
- When the contract proposals have been approved by the employment branch, the enterprises send the vocational schools, by 15 May at the latest, firm offers of contracts for final year students.
- For occupations not suffering serious manpower shortages, the enterprises must submit their contract proposals to the employment branch only one month before the end of the school year.

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Measures for improvement

The lists specifying the occupations short of workers and indicating the priority enterprises authorised to conclude contracts with young persons trained for these occupations are prepared for the particular use of schools, where it is intended they should be used for vocational guidance purposes. The schools should organise for their pupils visits to the enterprises listed.

For vocational guidance purposes, the returns should contain, in addition, details of occupations taught in vocational preparation courses organised by the enterprises and by various social and co-operative organisations for young persons holding a general secondary school leaving certificate.

Information which would encourage managements to create conditions likely to help young people to adapt to work and to working life should also be included in the returns.

referring to this abstract please quote B 58141	Trainee Young	Sector Electronics industry 39	ISCO Electronics worker 8-5	CIRF 4	Country Germany (Dem. Rep.) 430.3

Author:
Title:
Bibliographical references:

HAAKE, G.
Planung, Erfassung und Auswertung der produktiven Lehrlingsleistungen
Berufsbildung, Berlin, Vol. 28, No. 1, Jan. 1974, p. 27-29.

Translation

Planning, recording, costing and evaluating trainees' practical work

Subject analysis

Article on documents used in planning and costing trainees' production during practical training.

Contents analysis

The quality and efficiency of instruction in trade practice depend in large part on the planning and organisation of the production work linked with the training as well as on the recording, costing and evaluation of the trainees' work, as required by the regulation dated 23 May 1967 [cf. abstract No. 4/L 44-2, Vol. 6]. Studies on how to improve the planning and evaluation of trainees' work during their basic training (Grundausbildung), which were carried out among trainee electronics workers, have resulted in the use of six documents.

1. Rotation plan

This is established in relation to the allocation of time during basic training. It should ensure optimum use of teaching personnel and maximum employment of facilities in training workshops and teaching laboratories.

2. Lesson plan

Indicates for each week (a) the abilities and skills to be acquired, (b) the corresponding output required of the trainees, (c) the conversion coefficient for expressing trainees' working time in the equivalent standard time for skilled workers.

3. Production schedule

On the basis of the two plans described above, this schedule gives the total number of hours per week required in order to attain the prescribed output. It indicates for each item of production: total working hours multiplied by number of trainees, number of hours not devoted to production work, effective number of trainee-hours, their equivalent in skilled-worker-hours (using the appropriate coefficient) and the trainees' presumed output. This document enables those persons responsible for planning the practical work to do so on a long-term basis and in advance. It also provides the chief instructor of apprentices (Lehrobermeister) with an instrument for checking progress.

(cont'd)

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4. Trainee's individual log or record book

To be entered up by the trainee. It permits a comparison of the trainee's output with the average output of experienced workers. The following information is to be recorded for each day of the week: work prescribed, trainee's working time (standard time per piece, number of pieces, total standard hours), time not devoted to production, total time. The measure of performance is obtained by comparing time taken with standard time.

5. Costing data

Completed each week for each class; this data form gives the following information for each task: number of standard hours worked by skilled workers and number by trainees; aggregate output and corresponding standard time; time required for production; time used for production; extent to which standards are reached; value of output. The results are used to check the conversion coefficient.

6. Evaluation form

Covers the whole range of the production process and compares the value of output attained with the targets set. It enables trainees to become aware of their production level and to appreciate the effort required to improve results, which are entered each month in the class record books.

[Extracts from the six documents.]

referring to this stract please quote	Trainee	Sector	ISCO	CIRF	Country
B 57994	-	Education 931	-	4	Indonesia 915

uthor: -

itle: The impact of technical and commercial education and training on the employment situation in the manufacturing industries of East Java/Indonesia

ibliographical eferences: Berlin, German Development Institute, 1973, 98 p.

ranslation

ubject analysis

Report on research carried out to assess the effectiveness of the education system in providing skilled manpower: educational structure; employment situation in the manufacturing industries; influence of the capital stock; development trends; conclusions. [This abstract deals only with the main conclusions.]

ontents analysis

A study has been carried out by a study group of the German Development Institute (Deutches Institut für Entwicklungspolitik). The study examined (1) the extent to which technical and vocational education in East Java meet the quantitative and qualitative manpower requirements of manufacturing industries and (2) whether unemployed adults would have a better chance of finding a job if they were to attend training courses.

The educational system comprises pre-primary, primary (6 years) junior and senior secondary (general, vocational and technical streams) each of three years' duration. Higher education has a duration of three years. There are plans to reform the educational system by 1984. An 8-year period of elementary education will be introduced followed by general or technical secondary education. Further formal education after the completion of technical secondary education will no longer be possible.

Interviews were carried out in 63 companies covering ten manufacturing industries. The conclusions to the survey are outlined below.

1. A shortage of qualified skilled workers will remain a non-existent or a minor problem as long as there is a surplus of skilled manpower on the employment market. Employers feel that industrial development is hampered by other factors such as lack of credit or raw material scarcities. In consequence the educational output is more than adequate and an improvement of training facilities would not lead to increased employment but would increase labour productivity.

2. The educational system is characterised by division of responsibility among many goverment departments. This makes it difficult to establish a uniform education policy and to gear educational facilities to socio-economic needs. National curricula should be established, adapted to local needs but providing a guarantee of uniform qualifications for skilled workers. The Government should also exercise control over the standard of training offered in the various educational institutions.

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(cont'd)

3. A precondition for improving vocational education is the formulation of clear-cut objectives. Such education should provide a sound basis for public and private employers to continue specialised training according to their needs. It should be based on trade or occupational descriptions which list all the skills and knowledge required to master a specific occupation. Trade descriptions should first be developed for those occupations or occupational groups which are most common (e.g. fitter, electrician, operator/machinist).

4. Trade descriptions should be established by an institution in which all those concerned with vocational education are represented. They should be binding for all enterprises and should form the basis of a wage scale. They could also form the basis for reorganising the vocational education and training systems and delineating the various training functions between the schools, undertakings and other training institutions.

5. The educational objectives of the technical schools should clearly reflect the fact that the school gives prevocational education and therefore concentrates on the teaching of basic job-oriented skills and knowledge plus certain general education subjects. Students should learn about the industrial world and employment opportunities, discover their aptitudes and interests and acquire basic skills and knowledge for a group of related trades.

6. Priority should be given to the establishment and expansion of upgrading courses for teaching staff. About 80% of the classroom teachers and almost all workshop instructors urgently need upgrading courses.

7. There should be improved contacts between technical schools and industrial enterprises. Joint industry/school committees should be set up to deal with adopting curricula to local needs, improved information on employment opportunities and other matters. In the long term this co-operation could develop into a vocational training system based on sandwich training.

In referring to this abstract please quote N° B 57930	Trainee Adult	Sector -	ISCO -	CIRF 4	Country Brazil 81

Author: -

Title: MOBRAL — Seminario interamericano de educación de adultos

Bibliographical references: Rio de Janeiro, Ministerio de Educação e Cultura, 1973, 93 p.

Translation: MOBRAL — Inter-American seminar on adult education

Subject analysis: Report on an inter-American seminar on adult education: objectives and procedure; general situation in Latin America; adult education action in Brazil (programmes, organisation, methods).

Contents analysis

The Inter-American seminar on adult education, organised by the Brazilian Literacy Movement (Movimento brasileiro da alfabetização — MOBRAL) in collaboration with UNESCO, was held from 9 to 18 April 1973 at Rio de Janeiro. Specialists from 21 countries of Latin America and the Caribbean area took part. The purpose was to give participants some knowledge of the experience gained by MOBRAL in adult education programmes aimed at large sectors of the population.

Situation of adult education in Latin America

Demand for adult education exceeds the capacity of the existing services, especially in the towns. The extent of illiteracy is such that it is unrealistic to separate literacy teaching and adult education which is an integral part of the total educational system, and indeed of the social system as a whole. In Brazil, as in most developing countries, the rate of illiteracy is falling while the absolute number of illiterates is increasing. The rate declined steadily from 56% in 1940 to 33% in 1970, while the total climbed from 13,280,000 to 17,937,000. The last figure thus constituted the potential demand when MOBRAL launched its literacy campaign in 1970.

MOBRAL

MOBRAL is a financially and administratively autonomous foundation attached to the Ministry of Education and Culture. Funded by the State, which has laid down a target of not more than 10% illiteracy by 1980, it operates at three main administrative levels: the municipal committees (some 3,900 in the country as a whole) responsible for locating illiterates, the regional co-ordinating offices and the central office or MOBRAL headquarters.

There are 3 basic programmes.

1. The functional literacy programme was started in September 1970 and those now deemed literate number as follows: 170,000 persons in

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1970; 1,130,000 in 1971; 2,220,000 in 1972 and a planned 2,275,000 in 1973. The 5-month course gives priority to town dwellers, without however excluding the rural areas, and to persons aged 15 to 35.

2. The integrated education programme takes the form of intensive basic education for newly literate adolescents and adults and is divided into 4 stages of 240 hours each.

3. The community development programme prepares the newly literate for participation in local development programmes and for subsequent enrolment in the integrated education programme.

Approximately 100,000 instructors have been trained to provide these courses.

In 1973 MOBRAL launched a new cultural programme which embodies the precept that adult education and cultural development are two components of an over-all process and that it is imperative therefore to integrate them.

Technical aspects

The syllabic-phonetic method is employed for literacy training, using key-words of common usage in Brazil. The same materials are used throughout the country and adapted as needed to local conditions. Progressive use is made, sometimes experimentally, of radio, television, cinema and programmed learning, with abundant specialised teaching material in the form of posters, text-books, exercise books, vocabularies for self-tuition, teaching manuals. The literacy classes and the integrated education groups receive periodicals for practice reading and up-to-date information.

MOBRAL attaches great importance to research, which is shortly to be reorganised. A system of over-all supervision aiming at rationalising research is currently being introduced.

[The report is in Spanish, with French, English and Portuguese versions.]

abstract please quote N° B 57751	-	-	-	4	United Kingdom 42

Author: WOODWARD, N.

Title: Break-even points and off-the-job training: some estimates

Bibliographical references: Journal of European Training, Bradford, Vol. 2, No. 3, p. 239-248.

Translation

Subject analysis

Article on a study carried out to assess the benefits of introducing off-the-job training into the first year of craft training: methodology; findings; conclusions; detailed appendix on estimating break-even points.

Contents analysis

One of the most conspicuous trends in craft training in recent years has been the growth of off-the-job training courses. Obviously the gross costs of training will be increased as a result of introducing an off-the-job course. It also seems reasonable to suppose that such a change will increase the technical efficiency of the training. A study was therefore carried out in the ship-building industry to estimate the change in efficiency that is necessary to recoup the additional costs of 1st-year off-the-job training as compared with traditional training methods.

The benefits of training. In this study the wage/marginal product equality was assumed to hold good. This implies that employers hire labour up to the point at which there is an equality between marginal products and wages. Consequently the productive contribution of an experienced craftsman can (in certain circumstances) be taken as equal to the pertaining wage rate. It follows that the relative efficiency of a trainee can be calculated in relation to an experienced craftsman by using the prevailing wage rate.

Data on wage costs are readily available but this was not true of relative efficiency. The relative efficiency of trainees over time was therefore measured by an "efficiency profile". It is assumed that this profile follows a learning curve path. Initially it rises rapidly, but as it approaches the efficiency of the experienced worker, slows down and eventually conforms to the "experienced worker standard" (EWS). It follows that the greater efficiency of the training and hence the earlier the point at which the trainee reaches EWS, the greater the benefits of employing the trainee.

Cost of training. There are two sets of costs: direct and opportunity. Direct costs represent the expenditure made by the company upon training and employing the trainee (wages, pension contributions, national insurance payments, capital costs of training departments, wage costs

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of instructors, etc.). Opportunity costs represent the income foregone as a result of training. Off-the-job opportunity costs represent the income foregone as a result of removing the trainee from the place of work for training purposes.

Break-even points. Off-the-job training is a high cost method of training. However, it also seems reasonable to suppose that off-the-job training is more efficient. Given that the measure of technical efficiency adopted is the time taken to reach the EWS, then, for a given efficiency of on-the-job training, the change in the time taken to reach EWS using off-the-job training can be measured. The change in technical efficiency is called the break-even point.

Estimates of break-even points. Estimates of the increase in the direct costs of training associated with changing from on-the-job to off-the-job training were established. From this cost data the break-even points were estimated for different given efficiencies of traditional training. Break-even points were estimated under two assumptions: (1) that all costs were borne by the company itself, (2) that the company could recover 50% and 100% of its off-the-job direct costs through government training grants.

The following conclusions emerged from the results.

1. Substantial increases in the technical efficiency of training are necessary to recoup the additional costs of off-the-job training.

2. The likelihood of breaking even declines the greater the efficiency of traditional training methods. It may be that the main effects of off-the-job training are of a long-term nature — such as a tendency to increase versatility of the workforce.

3. The profitability of off-the-job training is sensitive to the receipt of grants which make it easier to recoup costs. This suggests that in terms of public policy the role of grants should be reviewed with care.

In referring to this abstract please quote N° B 57610	Trainee	Sector Education	ISCO	CIRF	Country Tanzania
	-	931	-	4	678.2

Author:
Title:
Bibliographical references:

HALL, B. L.
Wakati Wa Furaha. An evaluation of a radio study group campaign Uppsala, Scandinavian Institute of African Studies, 1973: Research report No. 13, 48 p. (offset).

Translation

Subject analysis

Evaluation report on a radio study group campaign to promote national awareness: methodology; comments; evaluation results; conclusions and future implications.

Contents analysis

The Wakati Wa Furaha (Time for rejoicing) in Tanzania is the largest radio study group campaign carried out in Africa to date. The aim was to create a deeper sense of national awareness by highlighting achievements since Independence. The campaign was organised by the Institute of Adult Education through voluntary study groups (usually between 5 and 20 persons). As most groups were in rural areas particular emphasis was given to rural development.

The campaign was conceived as a combination of elements from both the listening group and the study group traditions. The aim was to improve the effectiveness of the learning situation over either group used in isolation. There were radio programmes and organised listening groups, but to these were added trained group leaders, a textbook and a study guide designed to aid in co-ordinating the textbook and radio programmes with appropriate discussions.

Each study group programme consisted of 15 minutes of actual study preceded by 15 minutes of music, a question and answer session and announcements from the campaign organisers. The first 15 minutes enabled group members to arrive and settle down. Each study group followed the same pattern: (1) introduction of the theme of the meeting; (2) points for discussion in connection with the radio programme; (3) points for discussion in relation to the textbook; (4) suggested activities in connection with the programme (study visits, additional reading, etc.); (5) suggestions for the following meeting.

The study materials comprised radio programmes, textbooks, study guide, group leaders' manuals. The guiding principle was that the material presented must not be too academic or over-filled with facts and that the textbooks should be written for reading aloud during study group meetings(thus catering for illiterates). Scripts and textbooks were in Kiswahili, with a synposis in English.

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The study guides explained the aims of the study campaign, the functioning of the study group and the use of study materials. The group leaders' manual contained guidelines and advice on how to run a study group. The important point was that he should not be an authority in the subject matter but should be able to stimulate and co-ordinate the study of the members of the group. A multi-media publicity effort was launched to support the campaign.

The campaign had a duration of 10 weeks with one hour's study group attendance per week. A 10-item knowledge test was selected for evaluation purposes. The tests were administered by the organisers before and after training. In groups where a number of illiterates were members (most groups) the test was administered orally. Two evaluation seminars were also held with adult education officers who had taken part in the campaign.

The main results of the evaluation are outlined below.

The campaign was implemented successfully on a national basis with study groups in 45 districts with a total of 20,000 participants.

The campaign reached those people with the greatest need for education; not only were 75% of the participants farmers, but over 40% of the group leaders were also.

One of the indications of success was the high rate of return of registration and evaluation forms.

The training of study group leaders is a crucial factor in the success of the campaign, as is the availability of textbooks.

The groups not visited by a representative of the campaign organisers tended to feel deserted; the absence of supervision meant that many problems remained unresolved.

One of the strengths of this type of campaign is the combination of radio as a mass communicator with the permanence of the printed word.

The statistically significant improvement of 11% in pre-test and post-test scores encourages further use of this method and the development of even more effective campaigns. The active participation of the people in rural areas in learning through discussion and dialogue has been proved an integral part of the development process.

referring to this tract please quote	Trainee	Sector	ISCO	CIRF	Country
B 57249	-	-	-	4	Canada (Quebec) 71

uthor:
tle:
bliographical
ferences:

L'HERAULT, J.
Education et emploi: faire coincider les besoins du marché du travail avec les aspirations des étudiants
Journal de l'Association canadienne de la formation professionnelle, Vol. 9, No. 4, Winter 1974, p. 14-21.

ranslation

Education and employment: reconciling the needs of the employment market with the aspirations of students

bject analysis

Article describing the structure and functions of the Education and Employment Group: scope; current projects.

ontents analysis

As part of the recent reorganisation of the General Directorate of Planning (Direction générale de la planification), an Education and Employment Group has been set up within the Ministry of Education to ensure that the educational system responds to the needs of the employment market, while at the same time satisfying the aspirations of the trainees. This calls for

- maintaining the right balance between the qualitative and quantitative needs of the employment market and the human resources provided by the educational system when changes occur in job qualifications;
- ensuring that everyone will be able to choose an appropriate stream of education and a suitable occupation;
- ensuring that everyone may acquire vocational training related to his individual characteristics;
- seeing that the vocational activities for which the educational system prepares young people are sufficiently flexible to be exercised in an individual and creative fashion.

A broad plan of work was completed which has made possible: systematic analysis of job contents and, based on it, determination of the contents of vocational training; regrouping the contents of vocational training; grouping together related occupations with a suitable allocation of time between the different subjects; estimating manpower needs and the corresponding numbers of pupils; creation of the educational units required; determining the material and human resources needed to establish these units.

The principal areas where reform was shown to be necessary were thus defined and five major projects put in hand.

1. Guidelines for deciding the content of vocational training

This project aims at a method for establishing or revising vocational

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raining syllabi. It includes task analysis as a basis for teaching typical orking functions rather than specific working functions and for determin- ng the teaching equipment and material required. An experimental phase ill define, among other things, the needs for retraining the teachers so nat they can cope with the new syllabi.

. Project "New Start" (Relance)

he purpose is (a) to ascertain whether pupils with general education ertificates are satisfied with the stream they have chosen in secondary or igher education; (b) to collect statistics on the number and motives of ropouts from secondary and higher education; (c) to describe the process f integration into working life and the situation of secondary and higher ducation students and in the employment market.

Project "Scholastic and educational information and guidance"

s object is to analyse (a) the working of the scholastic and vocational rientation and guidance services of the educational system; (b) the actual se made of these services by the pupils and the results obtained; also to valuate the resources of the school system for correcting possible sub- equent imbalances, in terms of occupational skills, between manpower eeds and the qualifications of school-leavers graduating from the different treams.

. Analysis of the educator's task

he object is (a) to analyse teachers' motivation regarding the objectives and ole assigned them; (b) to identify objectives which teachers would like to ursue and the work they would like to perform to achieve those objectives. s an experiment, the project is restricted at present to primary school eachers.

. Preparation of a document on vocational training

s an outcome of the first project (guidelines for determining the contents f training) a document is to be prepared to help (a) formulate theoretical oncepts to guide the transformation of the general system of vocational raining; (b) reach conclusions arising out of the various operations in ransforming the system.

n executing these different projects, the Education and Employment Group eeks to encourage better collaboration between the different departments f the Ministry of Education, with a view to raising the status of vocational ducation. This will lead, it is hoped, to freer movement between the arious vocational education options at the secondary level and above, and lso between certain options in the applied sciences in higher education and hose at university level.

referring to this abstract please quote B 57064	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	4	Developing countries

Author:
Title:
Bibliographical references:

PATTABHI RAMAN, N.
Training of national staff in technical cooperation projects
Focus, Washington, D.C., No. 4, 1973, p. 17-19, 23.

Translation

Subject analysis

Article assessing current approaches to staff training in technical co-operation projects: deficiencies revealed by evaluation studies; proposed new emphasis.

Contents analysis

There is considerable room for improvement in the training given to national staff as part of technical co-operation projects. Broadly speaking, there are two types of training: (1) training within the aid-seeking country of counterparts within the framework of a technical co-operation project; (2) training given abroad in the form of international fellowships. The main deficiencies revealed so far by evaluation studies are: (a) the narrowness of the approach to counterpart training, (b) deficits in the scope and substance of training and (c) shortcomings in the planning and execution of fellowships.

Counterpart training within the framework of a technical co-operation project should no longer be interpreted as the preparation of a single individual who will eventually replace the expert concerned. The present approach needs to be modified to emphasise the development of staff capability in a collective sense. This would mean training teams of people instead of single counterparts.

In the same way the concept of the training given should be enlarged. It should not be limited to improving competency in a limited field but should include training in such aspects as the principles of planning, development and project execution, and the training of new staff. In certain cases there will be a need for additional knowledge and skills with respect to the management of financial, material and human resources.

The scope of the training to be provided should be determined on the basis of an assessment of the "gap" that exists between the knowledge-skills-attitudes already possessed by the individual and those he should have in order to carry out a task competently. A training plan should therefore be established for each individual. But the plan, while oriented to specific needs should also support further self-development of the individual concerned.

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A substantial proportion of technical co-operation given to developing countries includes provision for international fellowships. Case studies show that there is a need for improvement in specific aspects of planning and implementing fellowships, and at three distinct stages.

Before the training begins: supervisors of individuals being considered for fellowship training should be adequately consulted. Candidates who are selected for fellowships should be given a meaningful opportunity to participate in planning the scope and content of the learning experience abroad. Those selected should be advised sufficiently in advance to enable them to make the necessary preparations for departure. The authorities in charge of the fellows' education or training in the host institutions abroad should be advised properly about the scope and nature of the learning experience to be provided.

During the training: adequate provision should be made for maintaining contact with the fellows abroad. Suggestions made by fellows, while abroad, for modification of the training programme should be taken seriously.

Finally, after the training programme an evaluation should be undertaken of the fellows' learning experiences abroad in order to determine whether and to what extent they fulfilled their specific purposes. This evaluation should not be limited to reports prepared by the fellows themselves.

n referring to this bstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 56992	-	-	-	4	France 44

Author: -

Title: Typologie de la formation

Bibliographical references: Objectif formation, Montreuil, No. 1, July 1973, p. 29-35 and No. 2, Oct. 1973, p. 51-58.

Translation: Training categories

Subject analysis: Articles seeking to clarify the terminology regarding types of training: populations, aims, programmes and methods, instructors, etc.

Contehts analysis:

It is urgently necessary to clarify the terms relative to training used in the law of 1971 on continuing vocational training [cf. abstract No. 1/L 126, Vol. 10].

1. Initial training

Population: young persons coming from school, factory or workplace without previous skills.
Objectives: to awaken interest in the occupation; mental and behavioural adaptation.
Syllabi and methods: adaptation to a given task at a given time and ability to adapt.
Training staff: multi-disciplinary teams (psychologists, methodologists, etc.).
Place and means: prolonged contact with the work environment.
Evaluation: must be based on the trainee's performance at work; should bring out a need for adjustment where necessary.

2. Updating(or refresher training)

This relates to the provision of such training in a particular function.

Population: homogeneous, the motivating factor being efficiency.
Objectives: acquisition of new skills and knowledge while conserving part of those already mastered; essential to make it clear from the outset that reorganisation of the enterprise or changes in hierarchical relationships will not by themselves resolve problems.
Recruitment and selection: determined by needs of the enterprise; selection criteria independent of individuals; essential to assess trainee motivation.
Syllabi and methods: the training programme cannot cover a wide range of skills and knowledge; it must take into account the level of existing qualifications and the resources available to implement the programme; choice of teaching methods (conventional or active) is determined by the

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type of programme; experience shows that most trainees prefer direct and authoritative methods.
Training staff: must be drawn from the ranks of specialists able to teach efficiently.
Place and means: the ideal venue would be a research laboratory or a university in close contact with industry.
Evaluation: must be based on performance (the standard to be aimed at being fixed at the outset) and take place individually at the end of the training period.

3. Retraining

Population: extremely varied by level of training, generally characterised by a feeling of failure.
Main objective: to stimulate motivation for the new occupation; to build on existing qualifications to develop new skills.
Recruitment and selection: this is based on grouping workers by reference to possibilities of skills transfer: amount transferable and candidate's aptitude to learn.
Syllabi and methods: (1) starting from existing skills and knowledge, a common teaching method should be established to equip the trainees with a number of reasoning mechanisms; (2) acquisition of a new specialisation. Methods in the early stages non-authoritative, then institutional teaching.
Training staff: all-rounders capable of resolving psychological problems.
Place and means: working tools selected in accordance with the trainees' aptitudes and needs; conditions simulating as closely as possible the working environment.
Evaluation: the percentage of persons trained is not a pedagogically sound criterion; the number of persons transferred to the new occupation must be assessed so as to determine what adjustments may be needed.

4. Further training (other than that mentioned under paragraphs 2 and 3)

Oriented more towards changing individual abilities than improving performance.

Population: heterogeneous both in motivation and background.
Objectives: (1) restructuring of existing qualifications; (2) promotion (change of function or task, better adjustment to the job).
Recruitment and selection: on a voluntary basis.
Syllabi and methods: individually tailored to the trainee; active training methods are the only effective ones; the trainee plays an active role in building up the concept of continuing training; group work (analysis, criticism).
Training staff: methodologists, capable of analysing, synthesising and reasoning systematically; must have a flexible attitude.
Place and means: must allow trainees to detach themselves from their daily tasks.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 56943-2	Young	-	-	4	Germany (Fed. Rep.) 430.2

Author: KÖHLER, G.

Title: Inhaltliche Schulreform im Widerstreit gesellschaftlicher Interessen

Bibliographical references: Berufliche Bildung, Düsseldorf, No. 7-8, July-Aug. 1973, Die Gesamtschule, p. 140-146.

Translation: The conflict between educational reform and vested interests of society

Subject analysis: Article on the difficulties retarding the introduction of the comprehensive school in the Federal Republic of Germany: attacks of opponents, particularly against the syllabus.

Contents analysis:

In its recommendation of 1969, the German Council of Education (Deutscher Bildungsrat) called for 40 experimental comprehensive schools to be started (Gesamtschule) [cf. abstract No. 1/B 31292, Vol. 9 and 4/B 46608, Vol. 11]. Despite financial difficulties, the number launched reached 115 in 1972. But the reforms are now encountering vigorous opposition, directed mainly against the new syllabi.

To attain its object of equalising opportunity, the comprehensive school cannot be content to adapt the individual to a given social mould; it must prepare him for self-determination and joint decision-making and help him to realise that working conditions were not ordained by fate but can be changed. This implies understanding the basic structure and the controlling forces of existing society.

In the state of Hessen (Land Hesse) proposals for reform of the syllabi for the comprehensive school have been translated into general guidelines (Rahmenrichtlinien), the partial implementation of which was authorised experimentally by the Minister of education and the State Parents' Assosiation during 1972-1973. New syllabi were put forward for senior secondary education.

The guidelines replaced syllabi dating from 1957. They do not cater for the three conventional types of school, common basic school (Hauptschule), middle school (Realschule) and general secondary school (Gymnasium), but for different educational levels, primary, junior secondary and senior secondary. They attempt to embody at the same time the results of the latest research into syllabi and in technical subject matter.

The new syllabi are being attacked in particular for neglecting literature in the teaching of German and for paying too little attention to spelling. The authors of the guidelines maintain that the concept of literature should be enlarged to include the output of modern information media. They are accused of seeking to overthrow the existing social order by their teaching

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of the social sciences. Yet the guidelines are inspired by the democratic principles enunciated in the basic law (Grundgesetz) of the German Federal Republic. The object of teaching social sciences is to develop in the individual a critical understanding of and active approach to society, and to substitute joint action for the ineffectiveness of the individual. If the champions of the reform want it to succeed, they must organise themselves against those who are fighting to preserve their own educational privileges.

[See also abstract No. 2/B 56943-1, Vol. 12.]

In referring to this abstract please quote N° B 59379-2	Trainee Young	Sector Fabricated metal products 38	ISCO Mechanic and related worker 8-3; 8-4	CIRF 5	Country Czechoslovakia 437

Author:
MADEROVÁ, V.

Title:
Některé poznatky z výzkumu problematiky indetifikace ucnu s ucebnim oborem ve strojirenstvi

Bibliographical references:
Praha, Document CS-5, 1973, 14 p. (mimeo.).

Translation:
Some results of research on the extent to which trainee mechanics identify with their trade

Subject analysis:
Report on a questionnaire survey to determine the correctness of the choice of occupation as revealed during training; reasons for lack of realism in their concept of the trade; long-term consequences in the form of subsequent change of trade.

Contents analysis:

[A conference of representatives of pedagogical research institutions in the socialist countries was held at Mariánské Lázně, from 24 to 28 April 1973. This abstract deals with one of the documents considered by the conference. See also abstract No. 13/B 59379-1, Vol. 12.]

People have to make one of life's most important decisions — the choice of a career — when they are very young, when they have not yet recognised clearly their needs, interests and aspirations.

This truth was confirmed by the replies of young persons in their 3rd year of training as mechanics, to the question, what did they think of their choice of occupation?

One in five replied that they had had nothing else in view; nearly the same number said they wished they had continued their studies; a quarter would have preferred to be learning another occupation, and only a third declared themselves content with the chosen trade.

The replies showed also that the trainee's identification with his trade diminished as the training proceeded. The chosen trade corresponded to the idea they had formed of the occupation for one fifth of the trainees in the 1st year, but only 14% in the 3rd year. These replies, however, contain a gap: they do not indicate whether the trainees were agreeably or disagreeably surprised, or in what respect the ideas they had formed of the chosen trade were realistic. They prove only that trades which may be well understood by the public may be relatively unknown to large numbers of young people.

Also important is the use made of personal abilities by the chosen trade. 15% of the 1st and 11.5% of the 3rd year trainees replied that their abilities were fully used, while 44.3% and 44.5% respectively were unable to answer the question. This fact should be stressed, because it shows that their self-understanding was relatively weak, even in the 3rd year of training.

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To the question, "how do you think you will make out in the trade after training?", roughly a fifth of the 1st and 13.3% of the 3rd year apprentices replied "well"; 48% and 44.5% respectively replied "fairly well". About a quarter of the 3rd year apprentices expressed no opinion and 13.3% were not sure they would succeed. The number who gave negative or ambiguous replies in the 3rd year was relatively high and indicates possible change of occupation at a later date.

Also significant were the replies to the question, "after training, do you expect to stay in the undertaking where you were trained?". Nearly 40% of the 1st year apprentices replied "yes", either firmly or with some hesitation, but only 27.3% of the 3rd year apprentices gave this reply. 16.2% of the 1st and 24.1% of the 3rd year apprentices intended to change undertaking; 44.3% and 47.5% respectively said it would depend on circumstances when the time came. These replies prove to everybody concerned with teaching and training, that young people are not in a position to compare undertakings, whereas the adults round them, including parents and experienced workers and foremen, are. It is therefore their duty to warn trainees lest they believe that there are substantial differences between places of work.

The apprentices who declared they would stay in the particular enterprise were asked why. The replies in order of importance were: good working atmosphere, good pay, good working environment.

To the question whether they would choose the same trade again, a quarter in their 3rd year replied "definitely not", rather more than a quarter "probably not" and 27.5% could not say.

The inquiry thus established a certain identification with the chosen trade. This identification tends to weaken, however, as time passes, in many cases giving place to a critical reaction. There are therefore two possibilities — the former trainees may grow to identify with the chosen trade after a certain time or they may not. If not, they can resign themselves to the situation or change their trade.

Given that it is better to rectify a mistake than to spend all one's life feeling frustrated, changing over to a second trade should not be considered a wholly negative reaction.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 58762	-	-	-	5	United States of America 73

Author:
Title:
Bibliographical references:

PARKER, C.A. (Ed.)
Thirty-six faces of counselling
The Personnel and Guidance Journal, Washington, D.C., Vol. 52, No. 6, p. 340-440.

Translation

Subject analysis

Special issue containing a series of articles on the new scope of vocational counselling activities: the developmental approach; intervention replaces observation; implications in the field of counselling; description of an organisational model; need to train counsellors in their new role.

Contents analysis

[This special issue attempts to present newly emergent dimensions of vocational counselling, to illustrate each of the dimensions and to show the training implications that result from this conceptualisation. It introduces and illustrates the application of a 3-dimensional model to possible counselling interventions. This abstract gives a general outline of the model and its impact in the field of vocational counselling.]

In the traditional sense, vocational counselling is a process involving two people in which the counsellor helps the client to understand or cope with his environment. It has primarily dealt with methods of observation rather than with methods of intervention. Since 1957, however, a much broader view of "counselling" has emerged. Social psychology had begun to show that through the use of group techniques it was possible to shape organisational structures as well as influence human beings.

As a result, there has been tremendous activity over the past decade in the development of new counselling techniques. What has been lacking have been guidelines to help in decision-making between alternative techniques and approaches. This deficiency has now been remedied. The emergent functions of counselling have been provided with an organisational structure in the form of a 3-dimensional model or Cube. This model permits the identification and classification of a variety of counselling approaches and thereby serves as a means of describing the potential activities of the counsellor in a variety of settings. The three dimensions are outlined below.

- The target of the intervention. Interventions may be aimed at (a) the individual, (b) the individual's primary groups, (c) the individual's associational groups, or (d) the institutions or communities that influence the individual's behaviour.
- The purpose of the intervention. The purpose may be (a) remedial, (b) preventive or (c) developmental.

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- The method of intervention. The method of reaching the target population may be through: (a) direct service, which involves direct professional involvement with the target; (b) consultation with and training of other professionals or para-professionals, or (c) indirect interventions utilising media (computers, television, etc.).

The model provides a framework within which alternative modes of intervention can be both classified and understood. By separating the target, purpose and method dimensions it ensures that the best all-round intervention procedures will be developed. The process of planning intervention strategies should begin with an assessment of needs and of the personal, environmental and institutional conditions that limit full potential. The model then provides a point of departure for evaluating alternative interventions. Evaluative research is the feedback mechanism that leads to further implementation of change.

A key assumption behind the Cube is that the work of counsellors can be more effective if they strive toward the developmental purpose of the intervention. In this way the counsellor becomes an agent for change instead of a mere observer. The focus of concern is not solely on individual characteristics or environmental characteristics but on the transactional relationship between individuals and their environment.

One result of such an approach has been the development of the ecosystem model which attempts to provide a methodology of how to assess and influence environments so as to produce optimal person-environment interaction. An ecosystem is one in which there is a true transaction between mutually dependent partners, with the assumption that either may change to the mutual benefit of both.

Assisting an individual to change is difficult; intervention for institutional change is infinitely more complex. There is a need for new training programmes for counsellors themselves if the new goal of influencing human environments is to be achieved. The counsellor will have to learn how to enter the system in which he will be working and operate as an agent of change.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 57769	Young	-	-	5	Hungary 439

Author:
Title:
Bibliographical references:

SZENDE, L.
A pályára nevelés pszichológiai és pedagógiai megközelítésben
Szakmunkásnevelés, Budapest, Vol. 25, No. 2, Feb. 1974, p. 17-21.

Translation

Psychological and pedagogical aspects of vocational training

Subject analysis

Article on the relationship between the factors determining the choice of an occupation: the characteristics of the occupation and personal adjustment to the occupation; results of an inquiry among trainee plumber-fitters of gas piping and gas equipment.

Contents analysis

Vocational training is a continuous process with two critical points: the choice of occupation and the personal adaptation required at entry level. Experience so far shows that the attention of teachers and research workers, like that of the individual concerned, revolves round the choice of occupation. The subsequent stages, that is vocational training itself and adaptation to the workplace, are relegated to second place.

Successful adaptation to the workplace depends on the interaction of the newly trained skilled worker and the characteristics of the workplace. Harmonising the two depends on three conditions:

(1) the qualities demanded by the work to be done should correspond with the personal qualities of the recruit;

(2) in the broadest sense, the nature of the work should harmonise with the worker's behaviour on the job;

(3) the opportunities afforded by the work should reflect the ambitions of the worker, the nature of the job determining in a sense his life style and prospects.

Only during the adaptation stage can young trainees resolve the problems and overcome the difficulties of self-identification with their chosen occupation. Vocational schools should prepare them for this identification by helping them to know and like the occupation in question.

An inquiry has been made into the attitudes of young trainees to the occupation they had chosen and to work. It sought to determine the psychological background to behaviour patterns as influenced by the social environment and representing the reactions to certain social factors — whether things, persons, institutions or ideals.

The inquiry used a version of the Skawran questionnaire adapted to Hungarian conditions. This questionnaire was designed to assess

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titudes to work and to a wide range of activities by reference to seven riteria:

) liking for practical, not sedentary activities;

) liking for bold change;

) liking for intellectual pursuits connected with the sciences;

) liking for an intensely artistic and spiritual life;

) liking for charitable, humanitarian and pedagogical activities;

) liking for security and a comfortable life;

) liking for activities requiring the supervision or management and persuasion of others.

Each of these inclinations was the subject of 5 questions for each of which here was a choice of 5 answers — "much less than", "less than", "the ame as", "more than" and "much more than one of the others".

The inquiry was conducted among young people who had completed the first ear's training for skilled plumber-fitter of gas piping and gas equipment. The replies indicated clear preferences for bold change and practical ctivities, and none whatever for the artistic and spiritual life. The lumber's work is not restricted to a fixed location, is fairly varied (in- talling new equipment, repairs in different buildings) and demands a strong sense of what is practical. Hence, even if one makes allowances for the ge of the trainees, one may conclude that most of them chose this occupa- ion because it was in line with their attitude to work and to their general interests.

referring to this ract please quote	Trainee	Sector	ISCO	CIRF	Country
B 57064	-	-	-	4	Developing countries

thor:
le:
liographical erences:

PATTABHI RAMAN, N.
Training of national staff in technical cooperation projects
Focus, Washington, D.C., No. 4, 1973, p. 17-19, 23.

anslation

bject analysis

Article assessing current approaches to staff training in technical co-operation projects: deficiencies revealed by evaluation studies; proposed new emphasis.

ntents analysis

There is considerable room for improvement in the training given to national staff as part of technical co-operation projects. Broadly speaking, there are two types of training: (1) training within the aid-seeking country of counterparts within the framework of a technical co-operation project; (2) training given abroad in the form of international fellowships. The main deficiencies revealed so far by evaluation studies are: (a) the narrowness of the approach to counterpart training, (b) deficits in the scope and substance of training and (c) shortcomings in the planning and execution of fellowships.

Counterpart training within the framework of a technical co-operation project should no longer be interpreted as the preparation of a single individual who will eventually replace the expert concerned. The present approach needs to be modified to emphasise the development of staff capability in a collective sense. This would mean training teams of people instead of single counterparts.

In the same way the concept of the training given should be enlarged. It should not be limited to improving competency in a limited field but should include training in such aspects as the principles of planning, development and project execution, and the training of new staff. In certain cases there will be a need for additional knowledge and skills with respect to the management of financial, material and human resources.

The scope of the training to be provided should be determined on the basis of an assessment of the "gap" that exists between the knowledge-skills-attitudes already possessed by the individual and those he should have in order to carry out a task competently. A training plan should therefore be established for each individual. But the plan, while oriented to specific needs should also support further self-development of the individual concerned.

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A substantial proportion of technical co-operation given to developing countries includes provision for international fellowships. Case studies show that there is a need for improvement in specific aspects of planning and implementing fellowships, and at three distinct stages.

Before the training begins: supervisors of individuals being considered for fellowship training should be adequately consulted. Candidates who are selected for fellowships should be given a meaningful opportunity to participate in planning the scope and content of the learning experience abroad. Those selected should be advised sufficiently in advance to enable them to make the necessary preparations for departure. The authorities in charge of the fellows' education or training in the host institutions abroad should be advised properly about the scope and nature of the learning experience to be provided.

During the training: adequate provision should be made for maintaining contact with the fellows abroad. Suggestions made by fellows, while abroad, for modification of the training programme should be taken seriously.

Finally, after the training programme an evaluation should be undertaken of the fellows' learning experiences abroad in order to determine whether and to what extent they fulfilled their specific purposes. This evaluation should not be limited to reports prepared by the fellows themselves.

n referring to this abstract please quote N° B 56993	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	8	France 44

Author: -

Title: Honeywell-Bull: une formation personnalisée adaptée à l'évolution des techniques

Bibliographical references: Objectif Formation, Paris, No. 2, Oct. 1973, p. 13-21.

Translation: Individualised training adapted to technological development

Subject analysis: Article on the initial and further training of computer maintenance personnel: practical courses and courses at a training centre; acquisition and continuous control of learning by audio-visual techniques; diagram of system.

Contents analysis

The short life of a computer, 7 to 8 years, led the Honeywell-Bull Company of Paris (Chb-France) to devise an individualised teaching system for the initial and further training of its maintenance personnel, whose qualifications have to be constantly up-dated. Chb-France established a training centre in Paris with a capacity at present of 10,000 trainee-weeks, which is to be further increased to assure the efficiency of approximately 1,000 maintenance workers in France, plus others working in foreign countries.

Young persons joining the company to be maintenance workers generally have a proficiency certificate (certificat d'aptitude professionnelle — CAP) or a technical baccalaureat. The training given by the company comprises the following phases:

Specialisation

1. Practical training

   (a) An elementary basic course of 3 weeks in the undertaking. Introduction to information technology and the computer.

   (b) Study of a particular module, for example a data retrieval module.

2. Courses at the training centre

   (a) A course on the computer in general, 3 weeks.

   (b) A course in technical English, of 2 to 4 weeks' duration according to the linguistic qualifications of the student and his familiarity with small, medium and large computers. This course is intended for young persons who will be required to use documentation dealing with certain lines of computers.

3. Second basic practical course on one of the major lines of computers now in use.

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4. Courses on the periphals, teleprocessing and software.

Further training

Subsequently, up-dating is provided. Since maintenance personnel must remain partly at the service of the customer during this time, the company finally decided, after various experiments, on individualised training using audio-visual techniques, with continuous checking of skills. The audio-visual course for teaching the new techniques can be prepared once the new techniques have been mastered. It must therefore always be preceded by a convertional course before a new computer is put into service.

Method

The course is designed and finalised by technicians of the company who understand the material perfectly and who have been for at least 6 months specialist instructors at the Paris centre. They must have experience of conventional instruction and a gift for teaching. Their task is to convert into audio-visual terms a course intended for the students of a conventional centre. It is estimated that 30 hours of work for the student represents 400 hours for the teacher. The latter prepares a script for his own use and a text-book for the student, together with a selection of technical diagrams and a set of practical exercises. The course is recorded on tape.

The whole is then tested with a group of 8 persons to discover weak points and errors, to check the coherence and clarity of the text and to permit necessary corrections.

The student is helped by a supervisor who checks his work and puts him right if he gets into difficulties. The supervisor has a reference manual which defines his duties and the methods to be used and helps him to give clear and precise explanations.

The system allows individual training to be given at any time, as needed. A minimum number of students is no longer necessary before a course can be started. The cost of preparing the courses and material expenses are high, but they are offset by a substantial saving in the travelling costs of students, whose attendance is required only for practical exercises and contacts with their supervisors. The break-even point is reached with the 50th student.

referring to this tract please quote B 59383	Trainee Adult	Sector -	ISCO Manager 2-1	CIRF 9	Country United Kingdom 42

uthor: tle: bliographical ferences:	STIEFEL, R.T. Learning transfer strategies in management training Journal of European Training, Bradford, Vol. 3, No. 1, 1974, p. 13-26
ranslation	
bject analysis	Article on the need to ensure that learning resulting from attendance at external management courses leads to increased performance on the job: conditions for a positive transfer of learning; organisational barriers to learning transfer; learning transfer strategies.
ontents analysis	External management courses are only meaningful to a company when they lead to increased performance on the job. Before learning is applied, however, it must have taken place. Too many courses fail because the trainees do not learn applicable outcomes and even when courses lead to observable changes in participant behaviour, learning is not automatically applied on return to the job environment. There are a variety of barriers in the transfer process which can only be overcome by designing specific learning transfer strategies. Transfer of learning to the job environment can be facilitated by: - identifying the conditions for a positive transfer of learning; - identifying the potential organisational barriers in the transfer process; - devising strategies which overcome the transfer barriers. Conditions which favour a positive transfer of learning include: situational similarity between seminar learning and job environment; the use of multiple learning tasks; congruence between learning intensity and required behavioural intensity on the job; the provision of immediate opportunities for practising new skills in the work situation. Organisational constraints to learning transfer operate through: - its formal authority system; - the exercise of formal authority; - the behaviour and expectations of the participant's primary work group. The following strategies can assist in the transfer of learning. Equipping participants with special "re-entry" skills. The participants simulate their "re-entry" into the work situation and prepare themselves psychologically for potential difficulties they might face. In addition,

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they develop a strategy for each significant piece of learning which they intend to implement in order to counteract the restraining forces they might encounter.

Structuring programmes on an experience-based learning model. Courses planned on this basis build on previous experience and support "learning by integration" rather than "learning by substitution".

Need-oriented programme planning. This implies satisfying the needs of individual participants to the course rather than the needs of a participant category.

Transfer-supporting teaching principles. Three main principles should be used: (1) emphasising the learning outcome to be transferred by participants; (2) sufficient generalisation of learning; (3) demonstrating application of learning in contexts which are different from the original learning task.

Informing and involving the participants' work environment about their expected learning. This makes it possible to initiate expectations among the participants' superiors, peers and subordinates which encourage the participants to apply their learning.

Other strategies can be directed towards possible organisational constraints. These would include the prior training of supervisors, new assignments after training and training of work teams. A "work team" consists of a manager and his immediate subordinates. Thus each manager, except at the top, is a member of two teams: one in which he receives training and one in which he gives training.

The various learning transfer strategies aim at supporting a positive learning transfer. Since they deal with different variables, it is not a question of which strategy should be chosen, but rather of using all or most of them.

n referring to this abstract please quote N° B 51535	Trainee: Adult	Sector: -	ISCO: -	CIRF: 9	Country: United Kingdom 42

Author: THURLEY, K., WIRDENIUS, H.
Title: Supervisor: a reappraisal
Bibliographical references: London, Heinemann, 1973, 238 p.

Translation

Subject analysis

Book on the nature of supervisory tasks and a suggested approach towards improving supervisory effectiveness: limitations of previous studies; case studies; strategies for change; statistics; bibliography; appendices.

Contents analysis

This book is the result of collaboration between research teams and the Swedish Council for Personnel Administration (Personal administrativa Rådet) and the London School of Economics and Political Science. It questions the basis of current attitudes to supervision and argues that it is wrong to aim at reproducing the foreman and supervisor in the traditional form.

The great majority of supervisory studies so far have been dominated by two concepts, that of (a) leadership and (b) the link role (between management and men). In the first category, many studies have attempted to relate leadership style to productivity or job satisfaction indices. In the second category, studies have focused on the marginal nature of the foreman's role. In both cases, emphasis has been on the vertical relationships between operatives, supervisors and management.

Traditional approaches to supervision have tended towards oversimplification. Firstly, the evidence from studies of supervisory roles points to the fact that the most critical aspects of such roles are the responses made to contingencies or unanticipated events. Secondly, the identity of supervision is threatened by the many technological, economic and organisational changes now taking place, which prevent the identification of specific functions and relationships. Thirdly, the reaction of supervisors to this situation is one of uncertainty. If supervisors do not know who they are and what they are doing then it is difficult for them to deal with the unexpected.

Accepting this analysis as correct, then it is necessary to take some action to deal with the possibility that the capacity of organisations to deal with a continual flow of unexpected events may be diminishing, due to decay in supervisory problem-solving activities.

Appropriate action needs careful diagnosis. The process of diagnosis, however, is not a simple question of listing variables and checking their

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importance. It requires the building up of a working model of supervisory action, taking into account the task environment, individual characteristics, and the effects of actions on the work situation and on supervisors themselves.

The purpose of the diagnosis is to prepare for some type of change strategy. The usefulness of any model for change is related entirely to its part in and relevance to such a change strategy. It follows, therefore, that the main problem is the choice of strategy to bring about change.

No strategy will be effective, however, unless evaluation is built into the strategy used. Evaluation in this sense is a continuous attempt to judge the appropriateness of actions. It has to be built on a philosophy in which changing the world is a key premise of understanding the world. The evaluation procedures should influence the change strategy itself.

There is a need to build up a classification of strategies and the types of situation in which they are successful. A strategy which is likely to be highly successful in one situation may be a failure in the next. It is necessary to understand the determinants of role behaviour in a specific setting: the type of power game being played; the ideas, beliefs, values, and goals of supervisors themselves and all members of the organisation (and outside it) who contribute to a given situation. This presupposes close working relationships between academics, consultants, managers, supervisors, workers, and trade union representatives. It also implies change programmes planned by working parties drawing in "experts" when required and using third parties for investigation at frequent intervals.

A classification of change experiments would mean a set of studies on the effects of various changes, always relating data on behaviour, situation and effects to changing criteria on objectives.

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N B 59983	Young	-	-	13	Germany (Fed. Rep.) 430.2

Author:
Title:
Bibliographical references:

VOIGT, W.
Bildungspolitische und curriculare Implikationen des Blocksunterrichts
Die deutsche Berufs- unde Fachschule, Wiesbaden, Vol. 70, No. 6, June 1974, p. 407-419.

Translation

Consequences of block training arrangements for educational policy and syllabi

Subject analysis

Article outlining the organisational principles of block training and curriculum development as well as difficulties of execution.

Contents analysis

Organisational principles of block training arrangements

To contribute toward the aim of democratising educational policy as defined by the German Council for Education (Deutscher Bildungsrat) [cf. abstract No. 1/B 39855, Vol. 10], curricula for block training should in particular: cover all stages and localities of training; offer optional subjects (Kursunterricht) alongside a principal training curriculum (Kernunterricht) composed of obligatory subjects.

Block training should be preceded by a period of training having no connection with productive activity in the undertaing. Its optimum duration, to be determined by research, depends in large part on the efficiency of the prevocational education [cf. abstract No. 5/B 41858, Vol. 12].

Curriculum development should provide for learning periods (Lernblock) each including time at school and in the undertaking respectively and concluding with an evaluation of progress achieved. The period in the undertaking should also include theoretical instruction.

Co-ordination of teaching should be assured by: (a) a co-ordinator who will ensure that the tasks performed in the undertaking are suitable and take any necessary compensatory measures; (b) a co-ordinating committee comprising representatives of the three training localities (school, workplace, training workshop).

Joint teams of teachers and instructors should determine the teaching methods. The interdisciplinary nature of the training should be ensured.

Problems of execution

To the extent that block training courses have aims beyond the strictly economic objectives of the undertaking, they encounter hostility from management, which sees in them a threat to the current system of work organisation. A comprehensive reform of vocational training is needed

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:o provide a framework in which initial training and block training courses may be organised in conformity with the principles stated.

Content of courses. Neither the results of job analysis nor those of research on the occupational structure of the labour force, based on manpower forecasts, still less the generally out-dated apprenticeship regulations, provide a satisfactory basis for deciding the content of courses. To determine the relationship between skills and training, interdisciplinary research is required. Such research is currently at the theoretical stage.

Evaluation of results. The basis hypothesis of experiments in block training is that it produces better results than the traditional training system. Comparison is made difficult, however, because the experiments introduce new syllabi and new methods of assessing results. Nevertheless, current experience reveals in some cases a rapid falling away of student interest following the start of the school period. The answer seems to lie in the organisation of pluri-disciplinary practical activities (Projekt) and the introduction of teaching methods promoting the transfer of learning.

Instructor training. It is particularly important to remedy the almost total absence of pedagogical training of instructors in undertakings and group workshops and also to promote continuing further training of teachers.

The development of syllabi for block training courses should be confided to regional pedagogical centres, which would carry out and co-ordinate curriculum development, the further training of teachers and advice to teaching institutions.

[Cf. abstract Nos. 13/B 44009, Vol. 10, 4/B 45392, Vol. 11, 13/B 56945 and 13/B 56974, Vol. 12.]

referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
B 59703	-	-	-	13	Mexico 72

Author:
Title:
Bibliographical references:

CASTAÑO ASMITIA, A.
El concepto moderno de aprendizaje y su utilidad en la capacitación
ARMO (Adestramiento Rapido de la Mano de Obra en la Industria),
México, D.F., Vol. III, No. 13, Oct./Dec. 1973, p. 9-26.

Translation

The modern concept of the learning process and its use in vocational training

Subject analysis

Article on the learning process: component phases; factors likely to facilitate it.

Contents analysis

Many training programmes take account only of the need for the acquisition of skills. They make no allowance for the constraints of the learning process and, relying chiefly on trial and error methods, fail to achieve the desired results.

Learning, whatever the subject matter, must be conceived as a dynamic process intended to bring about a behavioural change in the trainee. It is generally recognised that in industrial or other occupational training, learning comprises three aspects:

- motor learning (e.g. the acquisition of manipulative skill),
- the acquisition of verbal (or communication) skill,
- the acquisition of problem solving skills.

Each of the above requires appropriate reinforcement, and systematic assessment of achievement levels. The latter process is usually effected through a series of tests before and after training, interspersed with appropriate learning stimuli. It demands, in addition, a clear definition of the learning objectives, determination of suitable evaluation techniques, interpretation of the results obtained.

To obtain a systematic selection of the contents, conditions, techniques and learning methods which should be built into a training programme certain other, non-occupational factors have to be considered. These can be grouped into 4 categories.

1. Factors facilitating the learning process, irrespective of the subject matter taught, the trainee or the trainer.

(a) Reinforcement of learning. Experiments have shown that frequent use of selected learning stimuli during training tends to strengthen the permanence of the desired change once the trainee is back on the job.

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(b) Feedback. The trainee should be constantly informed on his performance under training, whether it is good, bad or merely satisfactory. This in itself constitutes a subsidiary reinforcement of the learning process and makes it possible to introduce systematic improvements in the training programme based on objective criticism of performance.

(c) Transfer of learning. One of the techniques currently in most common use to ensure transfer of learning from the trainee situation to the real life situation at work, is that of simulation, of ensuring a high degree of similarity between the two situations. Practical considerations may, however, render the simulation technique difficult of achievement.

(d) Parts learning versus total learning. In general the latter should be preferred when the trainee is already high competent, when the training is spread out rather than concentrated, when the subject matter is both well organised and represents a high level of difficulty.

2. Factors relating to the trainer. Little valid information is available on the trainer who performs best in a formal structure. In general the characteristics of the good instructor are much the same as those of the good supervisor.

3. Factors relating to the trainee. The main consideration here is the trainee's motivation to learn. There must be a positive approach to the learning process which will bring about a positive response to the learning stimuli. In industrial training this implies a need for an evident benefit to the individual's self-development in addition to the direct benefit to the organisation in the form of the acquisition of new or improved skills and knowledge.

4. Factors relating to training techniques and methods. These concern the need to select the appropriate teaching method: formal/informal; active/passive; lecture/group discussion; simulation; programmed instruction. The choice will be conditioned by factors such as the facilities available, the educational level, age, etc. of the trainees, the competence of the trainer.

referring to this tract please quote B 59379-1	Trainee Young	Sector -	ISCO -	CIRF 13	Country Czechoslovakia 437

MALACH, A.
Trenažérový výcvik
Praha, Document CS-4, 1973, 28 p. (mimeo.).

bliographical ferences:

anslation

Training through training machines

bject analysis

Paper on the use of training machines: fields of application; advantages; factors to be considered; manner of utilisation.

ntents analysis

[A conference of representatives of pedagogical research institutions in the socialist countries was held at Mariánské Lázně, from 24 to 28 April 1973. This abstract deals with one of the documents considered by the conference. See also abstract No. 5/B 59379-2, Vol. 12.]

The increased use of training machines forms part of the rationalisation of vocational training and education. The possibilities of such machines are enormous, notably for further training in various occupations, group training and rehabilitation training, introduction to new techniques, and selection for certain trades.

There is a general tendency to make use of training machines in all sectors, particularly in cases of automation of production. Training machines are used for technical skills (learning to solder, saw, gauge, trace faults, assemble), chemicals (putting equipment and machinery into service in dangerous locations), first aid (mouth to mouth respiration) and rehabilitation, sport (skiers, boxers), transport (mechanics, drivers, pilots), etc.

Training machines have not only pedagogical, psychological and economic value; they also improve occupational safety. The chief factors in using the machines are the instructor, the trainee, the machine, the programming of the machine and the checking of results.

The instructor selects the training programme, explains it to the trainee, regulates the machine, controls the progress of training and checks the results. The trainee follows the commands of the machine and strives to carry out the required operations and manoeuvres. He is informed of the results of his efforts and corrects his mistakes.

To ensure the most effective conditions, it is particularly important that:

- the teacher perfectly understands the principles or laws which govern the process he is teaching;

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- the aims of training are clear and are explained progressively to the trainee according to his skills and level of comprehension;
- the best methods, forms and means of training are chosen;
- the trainee participates actively in his training, is motivated to learn and is interested in the results;
- his movements and operations are improved by immediate correction of errors and confirmation of correct action;
- training takes place under the same conditions as real work;
- safety regulations are always respected;
- the trainee's health and way of life are supervised.

The instructor must recognise the existence of 3 phases in the training.

In the 1st phase the trainee learns about his task, forms a mental picture of his new work and does the first exercises. In the 2nd phase he repeats and co-ordinates the exercises to acquire a certain dexterity. The correction of his movements is controlled by various methods: the trainee may control them himself, he may be controlled by the instructor, or information on his performance may be furnished directly by the machine. By the time the 3rd phase has been reached the trainee's movements are already rapid and co-ordinated. The exercises become more difficult and the demands on his powers of judgment increase. He is led into decision taking in situations which might involve danger.

It is advisable that the procedure should allow the trainee to start with simple, separate movements, then to co-ordinate them until he can master complex operations and movements and, finally, solve difficult problems calling for quick intellectual reaction.

Improving the trainee's dexterity entails developing his powers of comprehension, memory and concentration, his way of thinking and ability to take decisions, his manual dexterity and other qualities such as precision, perseverance and patience.

[Conference of teaching research institutions in socialist countries on basic problems of vocational instruction and training.]

In referring to this abstract please quote N° B 59314	Trainee Young	Sector -	ISCO -	CIRF 13	Country Germany (Fed. Rep.) 430.2

Author: PIESKER, K-J.

Title: Unterricht für Ausländer

Bibliographical references: Ausbildung von Ausbildern, Carl Duisberg Gesellschaft, Duisberg Heft, No. 11, 1973, p. 15-27.

Translation: Teaching for foreigners

Subject analysis: Paper on the problems set by differences in educational standards of German and foreign students: study of determinant factors in technical teaching for foreigners; main results.

Contents analysis

[This text is one of several papers presented during a seminar for training personnel engaged in teaching foreign students held at the end of 1972 by the Carl Duisberg Gesellschaft.]

Before planning teaching for foreigners it is necessary to know the specific determinant factors for this instruction. Two studies were conducted by the Carl Duisberg Gesellschaft – CDB (Berlin), the first using a structural teaching model and the second using a control loop model.

1. The first study, lasting one year, was based on foreign fellowship holders who wished to follow training within industry, a course in a technical school (Technikerschule) or a course in a university institute of technology (Technische Fachhochschule).

Main results. The shortcomings of the foreign students precipitated a "critical phase", which occurred at the beginning of the full-time theoretical instruction. The underlying causes were: (1) student entry into a teaching system which they did not understand very well; (2) inadequate knowledge of German; (3) too low a level of education.

Instruction to overcome these weaknesses should be based on the following principles: (1) it should start as soon as possible and preferably before the theoretical instruction; (2) it should concentrate on methods rather than contents.

One teaching method was especially fruitful: group work with about five students, combined with individual guidance. By this means tasks can be adjusted to the individual. Two types of work groups function currently at the CDG: (a) groups to prepare for technical studies; (b) groups organised in conjunction with the studies.

2. The second study was based on 300 foreign fellowship holders, taking courses in university institutes of technology, and a group of German students at technical secondary school (Fachoberschule). Its aim was to

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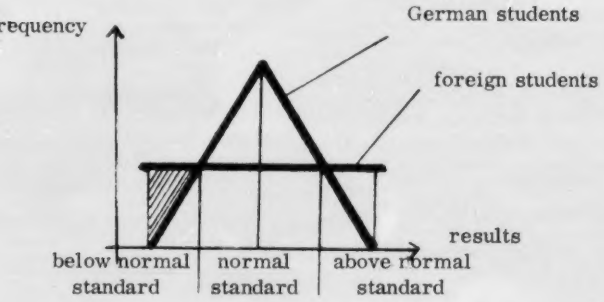
scertain the different characteristics of the two groups. The research was irected to establishing a teaching system derived from the control loop nodel. It embraced: (1) the existing educational standard; (2) the re- uired standard; (3) comparison of 1 and 2; (4) introduction and implementa- ion of the instruction needed to close the gap in (B); (5) checking the uccess of the system by assessing the new standards achieved.

Frequency distribution curves were plotted showing the results in the two roups according to the following criteria: mathematics, physics and com- rehension of a written German text for foreign students; for the Germans, nathematics and physics.

Results. The distribution curve for foreign students, very flat, revealed: very big difference between the best and the not-so-good, roughly equal roportions of bad, average and good. The German students recorded a igh proportion of average results and a normal difference between the worst nd the best.

Comparison and consequences for the organisation of the instruction

The comparison of standards was made with the help of simplified curves, f which an example is given below.



he average results of the two groups were much the same. Of the erman students, about 75% achieved a normal standard, and of the foreign tudents, 50%, another 25% being below normal. Appropriate measures hould be taken to eliminate the shaded triangle on the diagram. This could e done by a stricter selection process for fellowships. The solution to the eaching problem lies in differentiated teaching. The differentiation could e (a) external, each student being attached to a group of appropriate tandards for each subject; (b) internal, based on differentiation of subjects, ethods and techniques within the group.

In referring to this abstract please quote N° B 59147	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	13	France 44

Author:
Title:
Bibliographical references:

GILLET, B.
Améliorer la formation professionnelle par l'étude du travail
Paris, les Editions d'organisation, 1973, 256 p.

Translation

Work study as a basis for improving vocational training

Subject analysis

Book on the relationship between work study and vocational training: general problems; traditional training methods; language of communication and work study; work study techniques for determining training needs; etc.; summary and prospects; training aids; conclusions.

Contents analysis

In as much as training must help to ensure the profitability of an enterprise, its purpose is to adapt the personnel to the required jobs or functions. To determine what training is needed to achieve this adaptation, both the skills and the requirements must be examined. Formulating the content of training must therefore begin with work study. Analysis of skills or functions should take account of both space and time, that is (a) the relationship with other jobs, and (b) the preparation of the individual for the evolution of the work he will have to perform.

It is for the training staff to choose the analytical methods best adapted to the problems involved. Traditional training methods (Training-within-Industry (TWI), the Carrard method, adult vocational training, the Ramain method, etc.) make use of work study to determine more the content of work and its difficulties than the mental processes required. Other methods of work study permit the problems of training and apprenticeship to be approached from a new angle. For example, information theory applied to the work situation makes it possible to replace the language commonly employed, which is related to the worker's aptitudes as defined by traditional psychology, by the language of communication, in which the human responses in the man-machine system are expressed in operational terms. Other possible methods include, in particular: Flanagan's analysis of critical points, the analysis of occupational accidents (as evidence of the malfunctioning of the system), the analysis of working errors, J.W. Altman's model for the analysis of work tasks, and the sociological and technical analysis of work situations developed by the National Institute for Adult Training (Institut National pour la formation des Adultes) at Nancy

Initial analysis of the work, by allowing realistic training objectives to be fixed, can contribute to a solution of motivational problems of trainees and of their response to the work situation.

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(cont'd)

Training in the undertaking should go beyond training in the narrow sense by integrating it into a coherent personnel policy. Training must not only equip the trainee for his immediate post but promote his career. Training, made necessary by change, must in its turn be a force for change. Hence a distinction must be drawn between evaluating training on the basis of training objectives and an evaluation based on possible unforeseen consequences flowing from structural changes in the undertaking.

The study is accompanied by numerous examples of the application of the different methods.]

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 57750	-	-	-	13	Belgium 493

Author: VANDENPUT, M.A.E.

Title: The transfer of training: some organisational variables

Bibliographical references: Journal of European Training, Bradford, Vol. 2, No. 3, 1973, p. 251-263.

Translation

Subject analysis

Article on research carried out to ascertain the nature of the variables which influence the transfer of learning to the work situation: methodology; findings; implications.

Contents analysis

A research study was carried out to collect data about the nature of the variables which either positively or negatively influence the individual's capacity to apply in his work situation what he has learned during a training programme. The research was done with grants from the Belgian Office for the Promotion of Productivity (Office belge pour l'Accroissement de la Productivité — OBAP). The sample comprised 62 subjects employed in companies belonging either to the industrial (34 subjects) or to the administrative area (28 subjects). Twenty-five interviewees were top or middle-managers while 24 belonged to lower management; 13 union delegates were also interviewed.

Of the subjects, 22 were interviewed about an internal training programme and 28 about an external training programme. Most of the programmes dealt with an introduction to general management principles. However some of the subjects had attended specialised courses on sales methods or on human relations.

The data were obtained by semi-structured interviews. First, the interviewee was requested to describe briefly his job and the training programme he was attending (or which he had attended, or which he was trying to avoid attending). Next, he was asked how easy it was to apply his new knowledge to his job. The main question dealt with the reply to the question "Could you describe the aspects of your organisational environment which you experience as facilitating or inhibiting the application of your training?". The subject's answers were noted by the interviewer, whose attitude was supportive, and who encouraged the subject to communicate his experience openly.

The study indicated that the organisation has specific influence upon the transfer of learning. This influence, which seems to be inhibitive rather than facilitative, relates to:

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- ineffective relations between the trainee and other groups that he relates to;
- difficulties experienced by the trainee in influencing other people;
- other people's rigidity and conservativeness in the organisation;
- inappropriate organisational structure;
- ineffective relations between the trainee and his superior;
- the organisation's environment acting upon the trainee;
- the working conditions surrounding the trainee's job;
- the lack of perceived relevance of the training for his work.

Subjects found in-company training more worthwhile than external programmes, where the specific problems of each participant's work situation are often neglected.

There is a need for action whereby training programmes are integrated more effectively into the organisation's life. Two suggestions can be made. First, trainees should learn about inter-group phenomena, about their relationship with authority and about their style of influencing. Furthermore, trainers may have to include in their programme some sessions which prepare trainees for future difficulties with their organisational environment. Second, rather than leave the trainees alone with the implementation of the learning experience, organisation development sessions should be organised to give the trainees the opportunity to work directly with those concerned on the problems inhibiting its application.

[Cf. also abstract No. 13/B 57123, France, Vol. 12.]

referring to this abstract please quote B 56988	Trainee	Sector	ISCO	CIRF	Country
	-	-	-	13	United States of America 73

author: EHIN, G.

title: Suggested computer applications in correspondence education

bibliographical references: Educational Technology, Englewood Cliffs, N.J., Vol. 13, No. 10, Oct. 1973, p. 60-63.

translation

subject analysis

Article on a survey carried out on computer applications in correspondence education: methodology; findings; proposed basis for computer-based correspondence instruction.

Contents analysis

A study has been carried out to assess the extent to which correspondence schools utilise electronic data processing (EDP) systems in the administration of their programmes.

The general hypothesis was that most correspondence schools do not use computer systems in administering their programmes and that where computers are being used the systems are not up to date. The study had two objectives: (1) to ascertain the extent of computer applications in correspondence schools; (2) to further advanced computer applications by developing appropriate computer-based systems.

The study was conducted in three phases. Initially, five large computer-based correspondence instruction systems were analysed. The intent was to assemble basic information concerning present practices and to formulate a general hypothesis for the next phase of the study. Interviews were carried out with correspondence school administrators who were either involved with or responsible for computer utilisation and systems design.

In the second phase of the study, 130 questionnaires were mailed to the member organisations of two national correspondence associations. A total of 121 institutions responded. The survey confirmed the general hypothesis formulated at the end of the initial phase of the study, namely, that the over-all level of EDP systems application is at the mid-second generation computer development stage.

In the final phase of the study, three alternative general computer-based systems designs were developed. The recommended systems designs were devised to facilitate processing, control and planning procedures. More specifically, the proposed systems feature: (1) computerisation of administrative procedures and records; (2) more effective programmed learning through branching techniques; (3) rapid and uniform test evaluation and inquiry feedback; (4) continuous improvement of

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course materials through statistical analysis; (5) automatic scheduling and notification of multi-media participation when needed; (6) automatic student follow-up and student reminders; (7) continuous interaction with the environment in which they operate.

One of the most critical areas of any correspondence instruction system is the operation of student feedback. It is extremely important from both the learning and motivational standpoints that the system be user-centred and flexible. Many correspondence institutions maintain that they offer "personalised" instruction on the premise that constructed response questions are used which are individually assessed by "live" instructors. However, this appears to be an exaggerated claim, since in many instances students' texts are graded routinely by clerks or part-time instructors who periodically encounter peak work loads that cause considerable delays in feedback to the students.

Routine decisions are programmed decisions and can and should be automated. Non-routine decisions can be indicated by an automated system for human intervention. An instructor's time and talents should be saved for handling unanticipated student problems and not wasted on routine processes.

[Flow chart of suggested system.]

In referring to this abstract please quote	Trainee	Sector	ISCO	CIRF	Country
N° B 53311	-	-	-	13	Sweden 485

Author: Statistiska centralbyrån

Title: Tendenser i arbetsmarknadens rekryteringsmönster 1965-1980

Bibliographical references: Stockholm, Statistiska centralbyrån, 1973: No. 1973: 4, 118 p.

Translation: Tendencies in the recruitment patterns of the labour market 1965-1980

Subject analysis: Statistical study comparing projected outputs at various levels and through various streams of education (formal system) with anticipated recruitment patterns of the employment market.

Contents analysis:

The Forecasting Institute of the National Central Bureau of Statistics has made calculations concerning the recruitment patterns of the employment market for the period 1965-1980. The computations have aimed, in the first instance, at estimating the needs for recruitment at different levels of educational output and from the various education and training streams of the formal educational system.

The calculations have been based on forecasts of the total labour force, distributed by industry and occupation, and the recruitment needs of each occupational group. These needs have been compared to outputs at the corresponding levels and types of education and training. Estimates were made for three 5-year periods: 1965-1970, 1970-1975 and 1975-1980. In addition, the number of students leaving the various streams and levels of education and training in the 1970s were estimated and the two sets of forecasts have been compared.

The main findings and conclusions are given below.

- At the tertiary (university or post-secondary) level, demand is larger than supply in all sectors in which the education is clearly occupationally oriented, whereas the opposite is true for the general streams and, to some extent, for persons who have completed the highest level university studies.
- At the secondary level the situation appears to be about the same: the capacity of the occupationally oriented streams is insufficient to meet employment market needs, but school leavers from the general streams have a comparatively high unemployment risk.
- At primary level (9 years of schooling) output is higher than the employment market's capacity to absorb.

A certain amount of adaptation takes place through the recruitment of personnel without formal qualifications into a wide range of occupations.

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It is likely, however, that the career prospects of persons with a relatively short period of education and training will lag behind in relation to those who have had either an occupationally oriented education or, within each field, a longer period of schooling or occupational preparation. Persons with a low level of education or training are particularly vulnerable to periods of economic recession or to comprehensive structural change in the employment market. They are therefore those who are most likely to become redundant.

The quality and contents of the education are likely to have more influence on employment prospects than is its duration. Persons who have had an occupationally oriented education at secondary school level are in many cases, at least within a shorter time perspective, likely to find employment and career prospects more easily than those who have had tertiary education without vocational training.

The most vulnerable group throughout the period up to 1980 will be those who have had no more than 9 years of general basic education. For them the volume of employment opportunities is continuously diminishing and remains consistently lower than the anticipated output of the education system.

Le premier chiffre indique la classification CIRF, le second, le numéro du résumé - The first number indicates the CIRF code number, the second the number of the abstract.

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